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ABSTRACT

A study was conducted at Skyline College (California) to identify the career planning skills needed by word processing students; to select career planning concepts appropriate for the four semesters of the college's word processing program; to match the career planning skills with appropriate secretarial courses; and to develop career infusion activities for these courses. An opinionnaire was designed to collect data from word processing graduates, advisory committee members, instructors, and counselors. Respondents identified 24 career planning skills as important to include in the word processing curriculum; these were matched with appropriate secretarial courses. The first semester courses were matched with self-awareness and self-assessment skills; the second semester courses with career exploration skills; the third semester courses with decision-making skills; and the fourth semester courses with job-seeking skills. Career infusion activities were developed by word processing instructors to provide students with a systematic career planning process while learning the skills and knowledge needed to become word processing specialists. The study report includes a review of the literature on career education, the career infusion approach, and systematic curriculum development. Appendices provide the opinionnaire, course outlines for the secretarial offerings in the word processing program, an outline of the word processing degree requirements, examples of the career infusion activities developed, and an evaluation of the career infusion model. (Author/LAL)

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DEVELOPMENT OF A CAREER INFUSION CURRICULUM MODEL FOR WORD PROCESSING: A SYSTEMATIC APPROACH

by

Bernice Koyama Lawry

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A Major Applied Research Project presented in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

July, 1984

JC 840 575

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The purpose of this study was to identify the important career planning skills needed by word processing students; to select the career planning concepts appropriate for the four semesters of the word processing program; to match the career planning skills with the secretarial courses in the word processing program; and to develop career infusion activities for each of the secretarial courses in the word processing program.

Procedures and Methodology

An opinionnaire was designed to collect data from word processing graduates, word processing advisory committee members, word processing instructors, and counselors. All the participants were involved with the word processing program at Skyline College in San Bruno, California, as the recipient of the instruction, the provider of the instruction, or the developer of the instruction. Data collected

were subjected to basic descriptive statistical techniques in which frequency distributions and percentages were computed and presented in tables. The results presented the word processing instructors with the career planning skills needed by word processing students.

Results, Conclusions, and Recommendations

Results from the opinionnaire identified 24 career planning skills that were important to include in the word processing curriculum. The 24 career planning skills were grouped into four career concept areas: self-awareness and self-assessment, career exploration, decision making, and job-seeking skills. The career planning skills were matched with the secretarial courses in the word processing program. The first semester courses were matched with self-awareness and self-assessment skills; the second semester courses with career exploration skills, the third semester courses with decision-making skills; and the fourth semester courses with job-seeking skills.

Career infusion activities for each of the secretarial courses in the word processing program were developed by word processing instructors. Counselors were consulted in areas of career planning that were unclear to the instructors, especially those concepts in the self-awareness and self-assessment areas.

Conclusions based on the results follow:

1. Word processing students are able to acquire career planning skills in the classroom rather than in a career center.

2. Career infusion is a method of providing career planning skills without displacing any segment of the course content.

3. Counselors are an important resource for developing career infusion activities.

4. Systematically including the career planning process into the word processing program ensures the inclusion of all the steps in career planning.

5. Graduates, advisory committee members, instructors, and counselors are an important resource in planning a curriculum.

6. The career infusion curriculum model for word processing is a plan that can be used in other vocational programs.

7. Curriculum development and updating should be an ongoing cooperative effort between the college and industry.

8. Career education in-service workshops are a desirable means of sharing experiences in career infusion methodology.

Recommendations emanating from this study that support these conclusions are

1. The implementation of the infusion activity by the secretarial instructors;

2. The development and administration of an evaluation instrument to determine the effectiveness of the career infusion activities in the Secretarial Department;

3. The development of career infusion activities for other courses in the Secretarial Department;

4. The revision of the courses of study for the secretarial courses in the word processing program;

5. The instruction of career infusion methods through in-service workshops for staff in other vocational programs;

6. The continuation of the cooperative efforts of counselors and instructors in improving the career infusion activities;

7. The implementation of follow-up studies in the Secretarial Department as an ongoing process for curricular improvements.

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Chapter 1

INTRODUCTION

The need to provide students at Skyline College with career planning assistance was the stimulus to develop a curriculum model to integrate career planning concepts into the word processing program. Career planning assistance at Skyline College in 1984 was limited because there was no career center. The secondary purpose of this study was to implement the career infusion curriculum model during the spring semester, 1984. The curriculum model was developed after data were collected from the Skyline word processing instructors, counselors, word processing advisory committee members, and word processing graduates.

Background and Significance

The word processing curriculum at Skyline College did not include career planning assistance nor was there a career planning course available for word processing students. The career center was eliminated in 1982 because of budgetary cutbacks. Students enrolled in occupational programs at Skyline no longer had a resource center available for career planning assistance and career information. Word processing students often selected their major without carefully assessing their skills and values.

Skyline College is a comprehensive community college located in San Bruno, California, one of three colleges in the San Mateo County Community College District. The student body at Skyline consists of students from a low to middle socio-economic community with a diverse ethnic population. Many students who attend Skyline are in the midst of career changes while others are recent high school graduates in search of a career. Approximately 80 percent of the enrollees at Skyline College attend for self-improvement or for vocational training.

Students majoring in word processing are faced with the rapid changes in technology which impact the office. In order to meet changes, students must have skills to meet these new conditions (Antil, 1980:28). Martorana (1978:93) postulated that people must be prepared to face changes caused by the new developments which are occurring daily. Word procesing was a popular major in the 1980's because of the demand for office workers with good word processing skills. It has been possible for Skyline College students to earn an associate of arts degree or a certificate in word processing in the Secretarial Department without the benefit of career planning concepts. Television and newspapers have made the public aware of the automated office and word processing skills as a potential for an interesting, lucrative career; therefore, students register for word processing courses without investigating its suitability as a career or without knowing whether they possess the necessary skills in

keyboarding and language arts. The trial-and-error method of choosing a lifelong career does not work well for students seeking employment in a rapidly changing society. The need for career planning has become more critical in the high-technology society (Reinhart, 1975:136).

As the demand for workers in the information industry increased from 55 percent in 1984 to a projected 80 percent by the year 2000, workers needed to make career changes with a minimum of disruption in their lives (Feingold, 1984:10). Numerous jobs of the 1980's will be obsolete by 1995 or sooner (Strom, 1980:19). "Obsolescence will cause the average worker to change occupations from three to five times during his or her lifetime" (Jesser, 1983:73). Futurists warn educators that individuals must take the responsibility for managing their own careers. Sink (1983:32) cautioned

> By the year 2000 because of technological development, persons can expect to spend two years in education/training for every five years they work. The message: our educational training must prepare students for a world of work which goes beyond immediate needs or entry-level skills.

Students need to learn more than entry-level skills as they prepare for a word processing career. Therefore, students should be able to make career changes using a rational, systematic career planning process.

This study addressed the need for a model that would provide instructors with a systematic approach for career planning in the word processing program at Skyline College. Cook (1981:21) advocated a systematic approach to planning an

instructional program. A systematic approach to improving a curriculum design results in a better educational program (Mayhew, 1980:221). A systematic design includes several resources. Involvement of as many factions of curriculum building as possible is critical to the effective implementation of any product. The cooperative strategies of instructors, counselors, and career staff on any campus can result in a stronger career education model (Kilby, 1980:118). Instructor involvement in developing career activities can result in more effective and practical classroom use of such materials (Moed, 1980:454). In building a systematic approach to a career infusion curriculum model for word processing, the involvement of instructors, administrators, counselors, students, and the advisory committee members resulted in a greater probability of success in the implementation of the model. Mehallis (1983:28) asserted that

> The success with which community colleges meet the challenge of changes in the workplace rests directly on the extent of their involvement with the employment community.

The San Mateo Community College District has been committed to providing career planning assistance to students as stated in the mission and goals approved by the Board of Trustees for the district. Two of the statements were: "To provide an environment which enables students to realize their individual potential" and "to encourage the pursuit of lifelong learning in a changing world." Skyline College identified career education as a priority in its mission and

goals statement. Two of the goals listed in the Skyline College Catalog (1983:4) were

> Skyline should offer occupational education programs directed toward personal and career development, in cooperation with business, labor, and public service agencies;
>
> Skyline should provide a comprehensive program of student services to assist students in attaining their educational goals.

In a career needs survey (See Appendix A) conducted during the fall semester of 1983, 95 percent of the students in the word processing program agreed that Skyline College should provide career planning assistance to students. During the spring semester of 1984, counselors and instructors completed a needs assessment (See Appendix A). The counselors indicated that Skyline College should offer assistance to students in planning their careers. However, counselors stated they were not able to help students adequately with career planning activities due to the number of students assigned to each counselor for academic counseling. In the needs survey, the word processing instructors agreed that career planning would benefit students. However, the instructors indicated there was not a model for including career planning activities available in an occupational program for them to follow. Career planning skills had not been included in the courses of study in the word processing program (See Appendix D). According to the chairperson of the Secretarial Department, in 1984 there was "no systematic plan for infusing career information in the courses taught in

the word processing program" (See Appendix B). The career technician position, which provided assistance to students and instructors, was eliminated during the spring semester of 1982.

Internal validity was established when the President, the Dean of Students, the Director of the Business Division, and the Chairperson of the Secretarial Department, Skyline College, approved the proposed career infusion model (See letters in Appendix B). The President of Skyline College stated in a letter "the study is of vital importance both to Skyline College and to other institutions who offer a word procesing curriculum." The dean of student made a commitment to support the study. The Director of the Business Division wrote that career infusion activities would benefit word processing students at Skyline College. The Chairperson of the Secretarial Department commented that the career infusion activities would be an asset to the students and the instructors in the word processing program.

External validity was assured through letters from career specialists. Dr. James R. Hirschinger, Specialist, Vocational Guidance and Counseling, California Community Colleges, Chancellor's Office, wrote (See Appendix C): "Much remains to be done in respect to better serving the career planning needs of students through classroom instruction." At the national level, similar perceptions from proponents of career education were indicated in letters from Dr. Robert A.

Ristau, Professor of Business and Industrial Education, Eastern Michigan University, and from Dr. Kenneth B. Hoyt, Distinguished Visiting Scholar at Embry-Riddle Aeronautical University, Florida, and former director of the United States Office of Career Education (See Appendix C).

The San Mateo County Community College District supported the concept of career infusion into existing curricula in the vocational courses in the district by undertaking the production of a Vocational Education Act funded project entitled "Career Focus: Cooperative Strategies for Instructors and Counselors." During the 1981-82 academic year, the district was awarded funds under Public Law 94-482, Vocational Education Act, (California, 1981:35) to produce a videotaped program for in-service training of instructors and counselors. The instructors and counselors were asked to work as a cooperative team to infuse career concepts into the classroom. The "Career Focus" program was disseminated through statewide workshops to provide an impetus for expanding career awareness on community college campuses in California.

Skyline College must provide word processing students with career planning skills. Martorana (1978:100) suggested that community colleges in planning for the future provide programs and services that respond to individual student needs for career preparation. Colleges must provide better career assessing guidance (Carnegie, 1971:28). Carefully

selecting and integrating career planning concepts into the word processing program at Skyline was one way to meet the needs of students. Students were able to analyze their strengths and weaknesses, likes and dislikes, abilities, values, and skills early in the word processing major to decide whether they were indeed in the right area to attain their goals. Many students chose the major, not because they had basic knowledge of it, but because they had read or heard about it from newspapers, magazines, friends, or relatives; this process of selection included inadequate career planning concepts. The enthusiasm of learning to operate a sophisticated keyboard with a video display terminal sometimes overshadowed the level of the skills needed and the nature of the occupation. Early career planning helped students avoid frustration when they were able to realize that word processing was not a suitable major. Those who decided that word processing was an appropriate major continued in the major with confidence.

An instructional system designed to integrate career planning concepts into the word processing program addressed both the cognitive and affective needs of the students. While learning keyboarding, language arts, and the automated equipment, students were able to include their personal values into the process, as self-awareness is an integral step in career planning. "The purpose of planned instruction is to help each person develop as fully as possible, in his or her own individual directions" (Gagne, 1979:4).

Relevance of the curriculum designed to meet the needs of students must be recognized. Planning career goals that are meaningful to students was an important part of a systematic process. Herrscher (1973:17) maintained

> Students usually find course work relevant if it relates to their personal interests, applies to job or career objectives, provides background for future study in a subject area, enriches their everyday lives, or develops personal skills in areas recognized as important for social or professional mobility. . . . Relevance is enhanced when material is presented in an exciting, stimulating, challenging manner, with a maximum opportunity for success.

The systematic approach used in this study can be integrated in other programs at the college. The director of the Business Division stated in a letter to the researcher that "The process used to infuse career activities for the word processing program could eventually serve as a model for other departments who offer career training in the Business Division" (See Appendix B).

Major Issues and Research Questions

In 1984 Skyline College did not have a career center which provided students with information on career planning, career exploration, self-assessment, and job-seeking skills. Sixty-eight percent of the students at Skyline were undeclared majors; thus, the lack of career planning assistance limited students. Counselors attempted to provide as much assistance as possible to students; but because of the large student/counselor ratio, it was not possible to reach all students for individualized counseling. With the erosion of

funds for student services and counseling, career counseling was threatened with further reduction. Therefore, instructors in the word processing program needed a well-developed model to follow when including career planning concepts in classroom activities.

In order to meet the needs of students and to fulfill Skyline's mission and goals as a community college, the instructional component addressed the serious lack of career education on the campus. Instructors were able to assist students in clarifying their goals through one-on-one consultations outside of the classroom. Further, instructors addressed some of the needs of career education in the classroom. One method of ensuring that students be exposed to the career planning process was through the systematic infusion of career concepts into the curriculum. Systematically incorporating all phases of the career planning process in a program provided students with a comprehensive career development plan (Miller, 1983:61). Instructors needed to understand and to accept the concept of career planning before preparing classroom activities to provide students with the complete process which included self-awareness, self-assessment, career exploration, values clarification, decision making, career preparation, and job-seeking skills.

According to Cook (1981:21), the needs assessment is the "most important action an educational unit may take in developing a curriculum which is appropriate for its

clientele." A needs assessment can give direction to an institution's career planning program (Haviland, 1983:32). The needs survey, conducted during the fall semester, 1983, in all word processing classes at Skyline College, provided the impetus to develop the systematic approach to career infusion in the word processing curriculum.

Before a career infusion model was developed by the word processing instructors and the counselors at Skyline College, the following questions were answered:

1. What career concepts do instructors perceive should be included in a course?

2. What career concepts do counselors perceive should be included in a course?

3. What career concepts do members of the Skyline College Word Processing Advisory Committee perceive should be included in the word processing courses?

4. What career concepts do former students of the word processing program perceive should be included in the word processing courses?

The intent of this study was to develop and implement the career infusion model. To answer the broad question regarding the success of the model, longitudinal studies would be needed to determine its effects. The importance of career planning concepts needed by students provided valuable data for administrators, instructors, counselors, and students. The data collected provided a guide for developing

career planning activities that would be incorporated into word processing courses and provided a basis for examining other programs where career concepts are needed.

Definition of Terms

Career: The totality of work one does in his or her lifetime.

Career Center: A center with information about careers, instruments for self-assessment, labor statistics, college catalogs, job-seeking information, and specially trained personnel qualified to assist persons with career planning.

Career Education: A comprehensive lifelong educational process which encourages and enables all individuals at all levels of their development to make appropriate personal applications of learning to prepare for and achieve a satisfying career and lifestyle.

Career Infusion: The integration of career education concepts into the existing curriculum.

Career Infusion Curriculum Model: A curriculum pattern that integrates career planning concepts into the word processing program.

Career Planning Process: The steps taken to plan one's career goals which includes self-awareness, self-assessment, career exploration, values clarification, decision making, job preparation, and job-seeking skills.

Evaluation Instrument: An instrument for administrators, instructors, and counselors to assess the systematic career infusion curriculum model.

Graduates: Those students who have completed the associate of arts degree, certificate, or courses in the word processing program at Skyline.

Life Planning: Planning one's life which includes career planning.

Needs Survey: A method of determining the need for career planning assistance at Skyline College from an opinionnaire completed by students in the word processing program.

Opinionnaire: A written instrument to solicit perceptions of concepts that are important to word processing students.

Self-Management Skills: Personal responsibility skills.

Skyline College Word Processing Advisory Committee: Individuals in the business community, other educational institutions, students, Secretarial Department instructor, telecommunications instructor, and administrators who have indicated a commitment to improve the scope and quality of the Skyline College word processing program.

Systematic Approach: An orderly arrangement of procedures to develop a career infusion curriculum model.

Transferable Skills: Skills used that are not specific to a particular job.

Word Processing: The processing of words utilizing automated equipment, specialized procedures. and highly skilled personnel.

Word Processing Program: A group of courses that lead to an associate of arts degree or a certificate of proficiency for a word processing operator.

Limitations of the Study

Controlling the variable which affect the results of an investigation is a limitation with some educational research. Some of those limitations are reflected in this study. These limitations were:

1. The pilot studies of the instruments to ascertain internal validity of the study were conducted on a small sample due to the limited number of instructors, counselors, and advisory committee members involved.
2. The opinionnaires were designed for use with the specific population at Skyline College.
3. The return of the graduate opinionnaire was small in number due to a mobile population.
4. The samples used for data collection were limited to the number of graduates of the word processing program, members of the advisory committee, word processing instructors, and counselors directly involved in the word processing program.
5. The career infusion activities were limited to the courses in the word processing program.

6. The career infusion activities were limited to those appropriate for the word processing courses.
7. Course development for career planning and infusion was not a part of this study.

Assumptions

It was assumed that a specially designed opinionnaire, rather than a standardized instrument, would extract the information sought in this investigation. It was further assumed that 20 pre-testers would produce internal consistency for the data needed. It was difficult to establish criteria on items that were personal opinions. However, it was assumed that errors would be reduced in personal judgment if criteria were established by the 20 pre-testers. In order to reduce the possibility of individuals concealing their real attitudes and expressing only socially acceptable opinions, the subjects were assured that their responses were confidential. Additional assumptions made were

1. Graduates, counselors, instructors, and advisory committee members were able to provide information about the career planning concepts needed in an instructional program.
2. The opinionnaire was a reliable method of collecting data for the systematic career planning model.
3. The opinionnaire, as designed, was a valid instrument for the collection of data about career planning concepts.

4. The graduates, counselors, instructors, and advisory committee members indicated their true opinions when providing answers on the opinionnaire.
5. Students enrolled in the word processing program would benefit from the career concepts gathered during the data collection process.
6. Instructors, counselors, and students would have knowledge of the purpose of career planning activities.
7. Word processing instructors would use the data collected to infuse career activities.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In an electronic age, choosing a career has presented a difficult process. The information overload from the rapid changes in technology as well as the shifting social values make career decision-making even more difficult for students (Reardon, 1981:1). As traditional occupations disappear or change, new occupations emerge (Cornish, 1983:7). Students need to be equipped to make career changes several times in their lifetime (Feingold, 1984:9). In the earlier decades of the twentieth century, people worked for forty to forty-five years and then retired. The average worker in 1990 may work full time for six or seven years at a job site and then arrange to perform work at home to assume family responsibilities (Best, 1984:66). The changes occurring in the electronic era are so rapid that workers will be forced to seek retraining several times in their working lives (Naisbitt, 1984:32). Futurists are predicting that technological innovations will affect the nature of work in both office and service occupations. These innovations will require people now in school to have skills for jobs that presently do not exist (Best, 1984:62). Asimov (1984:15) predicted that

> The 21st century, for all its advancement, will be one of the great pioneering periods of human

> history, as people work under totally new conditions, doing totally new things in totally new ways, taking totally new risks to achieve totally new triumphs.

"Educators must quicken the search for ways to keep pace with change" (Swanson, 1981:38).

Career Education

Career education has been a concept that can bridge the present into the twenty-first century (Weishan, 1979:91). Bender (1974:71) suggested that in the eighties, career education represented one of the great hopes for unifying education, which is the bridge between people and their work. Hansen (1977:33) asserted that

> The need to help individuals get some control over change and to help construct desirable alternative futures as they begin the process of aging is widely acknowledged in the literature. Developing the capacity of individuals to construct their own experience and control their environment is one of the most important--yet elusive--goals in society and in career education.

Jesser (1983:74) viewed career education as one of the best vehicles to effect or facilitate the kinds of changes that will be needed. The curriculum of the 1980's without change did not prepare students to cope with the job requirements of the next decade. Career education provided individuals with coping skills needed to deal effectively with their family situations, their social situations, and their civic situations in modern society (Weishan, 1979:91). Haviland (1983:30) found in a study at Montana State University that freshmen and sophomores needed more career planning assistance than juniors and seniors and suggested that efforts be

made to provide lower division students with career education concepts.

Career education is not vocational education. It is a concept of life preparation, which is fundamental to the purpose of education itself (Torp, 1975:54). Herr (1977:8) gave an historical importance of career education:

> The Education Amendments of 1974 made career education a law of the land and described it as a process designed to:
>
> . . . relate the curricula of schools to the needs of persons to function in society;
>
> . . . foster flexibility in attitudes, skills, and knowledges in order to enable persons to cope with accelerating change and obsolescense.

Legislators recognized the importance of career education and enacted Public Law 95-207, "Career Education Incentive Act" (United States, 1977:1464). In Section 2 of Public Law 95-207, the 95th Congress declared that individuals must be prepared for a suitable career and that career education should be an integral part of the educational process.

Hoyt (1981:14) defined career education skills in terms of a set of "general employability/adaptability/promotability skills" needed by all persons in order to cope with the changes in the occupational society. He further listed ten basic career education skills that all persons should have through a comprehensive, developmental career education effort:

1. The basic academic skills of mathematics and of oral/written communication

2. Skills in using and practicing good work habits

3. Skills in developing and employing a personally meaningful set of work values that motivate the individual to want to work

4. Skills in gaining a basic understanding of and an appreciation for the American system of private enterprise--including organized labor as part of that system

5. Skills in self-understanding and understanding of available educational/occupational opportunities

6. Career decision-making skills

7. Job seeking/finding/getting/holding skills

8. Skills in making productive use of leisure time through unpaid work--including voluntarism and work performed within the home/family structure

9. Skills in overcoming bias and stereotyping as they act to deter full freedom of career choice for all persons

10. Skills in humanizing the workplace for oneself

Hoyt's list of multidimensional career education skills applied to the overall education of people in elementary and secondary schools as well as in postsecondary institutions. Marland (1974:229) defined career education as a process which enhances the student's purpose in learning. Career education is a tool that can be used to enhance the education process. Career education concept is most effective if used in every aspect of the curriculum (Jesser, 1983:79).

Career education is not only a concept of the 1970's and 1980's (Herr, 1977:8). Historically, the vocational

theme dates back to the beginning of American education. However, the present career education initiatives gained its impetus with the speech given in 1971 at the annual gathering of the National Association of Secondary School Principals by United States Commissioner of Education Sidney P. Marland (Reardon, 1981:1). School districts embraced the integration of career education for elementary and secondary schools (Ristau, 1980:1). However, career education was not clearly defined for the community colleges (Grede, 1974:73). "No comprehensive career education effort was made on the higher education level" (Hoyt, 1976:2).

California was one of the states that provided leadership in the career education movement for elementary and high school districts through the development of a state-wide plan by an ad hoc committee, with representative from elementary and secondary schools in cooperation with the State Department of Education (California, 1979:1). The results of the committee's work were published as the California Plan for Career Education, 1978-1983. The purpose of the plan was to extend and improve career education efforts throughout the state so that the career development potential of each individual could be better achieved. The publication was designed to assist districts to incorporate, articulate, and implement career education goals at all level of public school education. The thrust of the plan was further development of career education in the elementary and

secondary schools. Community colleges were not an integral part of the master plan, as the plan was designed for the public schools, kindergarten through the twelfth grade. Because community colleges in California are part of the comprehensive postsecondary education system coordinated by the California Postsecondary Education Commission, the master plan for career education excluded the community colleges (Berve, 1980:17).

Some community colleges developed career education models. Donald (1978:8) reported that Delaware County Community College in Media, Pennsylvania, developed a comprehensive model that contained eight major components. The components were

1. Basic academic skills
2. Self-awareness and career awareness
3. Competency based program
4. Individualized instruction
5. Classroom learning related to the world of work
6. Work Experience
7. Collaborative relationships between community agencies and the college
8. Community-based continuing education program

A career resource center was made available for all students with life/career modules for self-assessment and career awareness. Services were organized to assist students in the quest for a meaningful career. These services were integrated into the academic program.

LaGuardia Community College (LaGuardia, 1977) located in Long Island City, New York, developed a comprehensive career educational approach to higher learning, which included a career resource center, work experience, career education infusion, career simulation activities, and career advisement. Moed (1978:30) explained that the emphasis on cooperative education and internships proved successful in assisting students to acquire relevant information and training while faculty members became involved in a team approach to applying theory to the work world.

A community oriented career resource center was the focus of a career education program at Arapahoe Community College near Denver. The resource center provided assistance to people making decisions concerning their educational and career goals through modules that taught students to explore careers individually and to engage in self-assessment activities. Career education concepts and skills were included in specific curricula. Cooperative career education allowed students to test what they learned in the career development program in real situations (Reardon, 1981:15).

The model developed at Western Piedmont Community College located in North Carolina evolved around a career development center which provided advising, career planning, career assessment, and an individualized learning laboratory. The impetus for developing their career education model was for recruiting, retaining, and redirecting students (Moore, 1977:51).

Availability of a career resource center was central to the success of these career education models. Some of the career education concepts that have been provided in a career resource center, such as self-assessment and self-understanding, career decision making, job-seeking/finding/getting/holding skills can be provided students through the classroom.

Statements were made by the Policies Commission for Business and Economic Education (Finch, 1980:1-3) to emphasize the role of business education in career education. Five of the fourteen statements issued by the commission directly applicable to postsecondary education are listed below:

1. Career education includes career awareness and orientation to work, appreciation for the dignity of work, exploration of career opportunities and requirements, and specialized vocational preparation.

2. Orientation to work is an integral part of education from kindergarten through postsecondary education

3. Business Educators have the responsibility to assist in the development of career education programs and materials at the elementary school level, as well as in secondary and postsecondary levels.

4. Individual self-assessment is a vital aspect of career exploration

5. Specialized preparation for business careers should occur on the secondary, postsecondary, collegiate, and adult education levels.

These statements provided a foundation to develop a model infusing career concepts into the curriculum of the word processing program at Skyline College.

Career Infusion

Career infusion has been a method of integrating career education concepts into an existing curriculum (Green, 1983:23). Career infusion is accomplished when information about careers and career choices are woven into or taught alongside topics in a course. It occurs when real world experiences are used to demonstrate the relevance of the curriculum topic being taught (Gellat, 1981:5). Taylor (1977:24) defined career infusion as a means of incorporating career education concepts, knowledges, skills, attitudes, and activities into another content area or into its appropriate segment. Career infusion does not displace any segment of an existing course nor does it require additional commitment to career education concepts. Instructors must take the initiative to bring relevance into the classroom (Taylor, 1977:16). Calhoun (1980:3) advocated that classroom teachers with assistance from counselors can weave in knowledge of the subject as it applies to the work place which ultimately enhances student learning.

Some states have taken a proactive position concerning career education by developing state-wide plans to infuse career education concepts into courses at the elementary and secondary levels of public education. The state of Georgia is one of the states that adopted a policy whereby career

infusion was systematically included in its elementary and secondary schools. The student outcome objectives included self-awareness and understanding, career awareness, education, and decision making (Stout, 1984:20). In Utah, career classes were not available in all schools and infusion was the most practical method to provide career concepts for students. In a pilot test for ninth graders, the infusion of career exploration in the typing classes was achieved through short modules developed by the teachers (Stocker, 1980:6).

In 1978 and 1979, the National Business Education Association (Finch, 1980:2) solicited from business education organizations and business teachers career education materials that were being used to integrate career education concepts in teaching business subjects. The handbook entitled Career Education in Business Education: Classroom Teachers Handbook was the result of the career education effort in business education. Finch (1980) compiled and edited the handbook which contained activities that can be used by business teachers to infuse career education concepts into the curriculum. Although many of the activities were directed for use in elementary and secondary schools, some activities could be modified for use in postsecondary institutions. A second publication, Career Education in Business Education: Strategies for Implementation, described strategies, methods, and practices best suited for infusing career education into the teaching of business subjects

(Ristau, 1980). The career development tasks (Ristau, 1980:3) in postsecondary school years should include developing interpersonal and information-processing skills essential to work and acquiring self-assessment and career exploration skills.

In California, both Foothill College and Mission College in Santa Clara County engaged in a campus-wide career infusion project funded under the Vocational Education Act (Gellat, 1981). Career infusion activities were written by instructors and were compiled in a manual for use by community college instructors. The thrust of the project was to show instructors how to begin infusing career concepts into the classroom. The manual entitled Career Education Infusion: A Process Manual for California Community Colleges was made available to all community colleges in California.

A cooperative effort by counselors and instructors to include career planning concepts into the curriculum provided a richer learning environment. Hoyt (1980:11) suggested that career education "desperately needs professional counselors as members of the career education 'team.'" Counselors and instructors are able to relate subjects to careers by developing infusion activities for the classroom (Herr, 1980:56). Establishing links between career development and the classroom is a major task for career counselors and one that is crucial in the early years of the student's college experience (Shinkman, 1981:114). A working relationship

established between the counselors and instructors can enhance the total educational experience of students. Paradise (1981:185) claimed that effective classroom activities are accomplished by a well-planned cooperative effort. Counselors can help the teaching faculty understand and utilize the career development process as "a basis for threading career education concepts" into the teaching and learning process (Hoyt, 1979:4). Kilby (1980:112) contended that career education can be implemented through infusion and collaboration. She stated that

> True collaboration in career education exists when all those who have a major influence in students' career development share equally the responsibility for guiding students.

In the development of the model for a systematic approach to career planning in the word processing program at Skyline College, instructors designed career infusion activities in consultation with the career counselors.

Systematic Curriculum Development

Goodlad (1979:44) defined curriculum as a course or body of courses offered by an educational institution. He further described curriculum development as a step-by-step sequence of activities designed to produce learning outcomes. Tyler (1978:17) explained curriculum development as formulating plans for an educational program that includes setting objectives, selecting learning experiences, organizing activities, and evaluating the educational program. Cook

(1981:1) of Nova University stated that the curriculum development process must be

> deliberate, well thought out, carefully planned, and, in a democracy, have input from a variety of groups, especially students and other representatives of our society.

He further cautioned that curriculum planners must be cognizant of the changes occurring in society and plan the curriculum to the future needs of students, not the past. Eisner (1979:40) described curriculum as a series of events.

In an effort to anticipate the educational requirements of the twenty-first century, the National Education Association nominated, through a pre-planning committee, 250 persons for interviews to respond to three questions regarding their perceptions of the next century and the educational skills needed. One of the participants of the project was Malcolm MacKenzie, University of Glasgow, who pointed out that the problem in a changing society is to know what vocations or jobs will be required in 10 to 15 years. Decision-making skills are critical for the survival and spreading of democracy (Shane, 1977:147).

Before any decisions are made about curriculum development or revision, a need or a problem must exist to undertake strategies for change. Tyler (1978:21) pointed out that an analysis of the needs of any existing problems must be made to develop or revise the curriculum. After the needs have been identified, curriculum planners have a better picture of the requirements for the curricular development.

Zenger and Zenger (1982) in their handbook entitled Curriculum Planning: A Ten-Step Process wrote that the first step is stating a need or conducting a needs assessment. The steps identified in designing a curriculum were stating the curriculum/program problem; conducting a needs assessment; identifying goals and objectives; identifying/analyzing new curriculum or program; designing/redesigning, implementing, and evaluating the new curriculum or program. These steps served as a guide in developing the career infusion curriculum model for the word processing program at Skyline College.

Summary

Career education models for community colleges have focused around career centers. The efforts toward career infusion in the curriculum have been primarily in the elementary and secondary schools. In attempting to present related studies on career infusion curriculum models for community colleges, it is clear that the paucity of such models requires that an effort be made to bring career concepts into the postsecondary classrooms. Researchers have suggested that postsecondary institutions, particularly the community colleges, will require a concerted effort to inservice curricular/program reviews with a career education perspective. This study provided a systematic approach to developing a word processing curriculum that included a career focus through the integration of career planning strategies within the existing courses.

Chapter 3

PROCEDURES AND METHODLOGY

The primary purpose of this study was to develop a systematic model to infuse career planning concepts into the word processing curriculum at Skyline College. The secondary purpose of the study was to implement and evaluate the model during the spring semester, 1984.

The descriptive-survey mode of research was the technique used to provide the information needed by the word processing instructors in order to integrate or infuse career planning concepts into the word processing curriculum. The overall method employed in this investigation involved (1) a literature search of studies concerned with career education in community colleges, career infusion in word processing programs, and current curriculum development methods; (2) an assessment of career planning needs of word processing students; (3) the internal and external validation for the study; (4) the construction and validation of the data collection instrument; (5) the distribution of the opinionnaire; (6) the recording and treatment of the data collected from the opinionnaire; (7) the summarizing of the findings; (8) the selection of the career planning topics (skills) appropriate for the secretarial courses in the word processing

program; (9) the training of word processing instructors in career infusion techniques; (10) the development of career infusion activities; and (11) the evaluation of the career infusion curriculum model by administrators, word processing instructors, and counselors. It was not the intent of this study to implement the activities in the classroom.

Review of Related Literature

A review of the literature revealed that few studies had been conducted in the area of career education at the community college level. The most significant finding from the review of research was the lack of research that had been completed to date in career infusion in a word processing curriculum. Neither a career planning needs assessment nor an instrument identifying important career planning skills appropriate for use in this study was available.

Needs Assessment

A career planning needs assessment was completed in the fall semester, 1983, of all the students enrolled in the Secretarial Department courses that were listed in the word processing program. For the assessment, an opinionnaire (See Appendix A) was constructed consisting of 12 statements regarding career assistance for word processing students. A five-point scale was used, ranging from strongly agree to strongly disagree. The instrument was pre-tested on students enrolled in the machine transcription class and on word

processing instructors. After modifications were made on the instrument, instructors in the word processing program were asked to administer the instrument to all of their students during a one-week period. There were 207 useable responses. The data were tabulated on the college Digital Equipment Corporation (DEC) computer for frequencies and percentages and presented in Appendix A.

A similar instrument was constructed and pretested by an administrator, an instructor, and a counselor to obtain opinions of word processing instructors and counselors. There were 12 statements regarding career education, career planning assistance to students, career infusion methodology, and cooperation between instructors and counselors to integrate career education into the classroom. A five-point scale ranging from strongly agree to strongly disagree was selected for the instrument. The data were hand tabulated for frequencies and percentages and are presented in Appendix A.

Internal and External Validation of the Study

After it was established from the needs assessment that Skyline College should provide career planning assistance to word processing students, internal and external validation for the study was obtained. Meetings were held with the President, Dean of Students, Director of the Business Division, and the Chairperson of the Secretarial Department to substantiate the need to provide word

processing students with career planning assistance within the classroom (See Appendix B).

External validation was obtained from three sources. A meeting was held with Dr. James Hirschinger, Specialist, Vocational Guidance and Counseling, for the California Community Colleges, Chancellor's Office, discussing the feasibility of the study and its importance to the overall career education efforts made in the California community colleges (See letter in Appendix C). The idea of developing a career infusion curriculum model for word processing was discussed at a business education meeting with Dr. Robert A. Ristau, Professor of Business and Industrial Education, Eastern Michigan University, to ascertain its importance from a national career education and business education standpoint. Dr. Ristau agreed to write a letter of support for the study (See Appendix C). He advised the researcher to write to Dr. Kenneth B. Hoyt, former Director of the United States Office of Career Education. Dr. Hoyt confirmed the need for career education activities on the community college level (See Appendix C).

Data Collection of Important Career Planning Concepts

In the data collection stage, answers to the research questions were sought. To gather the data on the career concepts to be included in the word processing curriculum from word processing graduates and advisory committee members, an opinionnaire (See Appendix E) was developed by

the investigator. The instrument for data collection was developed in two phases. The first phase involved the identification of the steps utilized in career planning. The resource used for the identification of the career planning skills was the Comprehensive Career Education Model (Hollis, 1975:15) developed by the Center of Vocational and Technical Education at The Ohio State University. The career planning skills chosen were validated by comparing the items to Hoyt's (1981:15) ten basic career education skills, the California Personnel and Guidance Association model (CPGA, 1972), and the National Business Education Association Curriculum Development design (Finch, 1979:II-11).

The skills were grouped into four career planning concept areas: self-awareness/assessment, career exploration, decision making, and job-seeking skills. For each concept area, career planning skills were selected that could lead to activities in the classroom. The skills were written in sentence form to be rated by a five-point rating scale--very important, important, somewhat important, not important, and no opinion. The first draft was reviewed by the Chairperson of the Secretarial Department. Major revisions were made in the wording of each item, in the length of the instrument, and in the instructions. It was decided that one instrument be used to answer the research questions to gather data from the advisory committee and the word processing graduates. Two open-ended questions, name of organization, and title of position, were added to the instrument.

The second phase in the preparation of the instrument before dissemination was the determination of the reliability of the data gathering device by means of field testing. The second draft was pretested on 20 instructors who did not participate in the needs assessment. The instrument and a memorandum were sent through the intracampus mail to 15 of the 20 pretesters. Additionally, five pretesters were interviewed. The instrument was revised incorporating the suggestions from the pretesters. There were 26 career planning skills identified for possible inclusion in the word processing program.

A cover letter (See Appendix E) was prepared for each of the groups to be surveyed. The letter, opinionnaire, and a self-addressed, stamped return envelope were sent to 12 external members of the Skyline College Word Processing Advisory Committee (See Appendix F). The seven instructors and aides serving on the advisory committee, two part-time continuing education word processing instructors, and eight counselors received a cover memorandum and the opinionnaire. The names and addresses of 111 Skyline College word processing graduates from fall 1981 through fall 1983 were obtained through the college Educational Information System. A cover letter, opinionnaire, and self-addressed, stamped return envelope were mailed to the word processing graduates. All respondents were asked in the letter/memorandum to return the opinionnaires within two weeks. A follow-up letter was sent to the graduates three weeks following the first

mailing. Telephone calls were made to follow up on the non-responding advisory committee members. All of the instructors and counselors had returned the opinionnaires within two weeks. There were 74 useable responses from the four groups surveyed: word processing graduates, 49; advisory committee, 8; instructors, 9; counselors, 8.

Recording and Treatment of Data

The data collected were subjected to basic descriptive statistical techniques in which frequency distribution and percentages were tabulated and presented in Tables 1, 2, 3, and 4. Best (1977:199) recommended that both frequencies and percentages be presented if the number in each group is small. For each of the four groups surveyed, the percentage of responses for the important (very important, important, somewhat important) skills were combined and presented in Table 5. Histograms were prepared on the IBM Personal Computer using the Lotus 1-2-3 software program which compared the combined "important" responses of the four groups surveyed and presented in Figures 1, 2, 3, and 4.

In order to develop a consensus index from the submitted responses, a scale of five to one was used. A value of five was assigned to the response 'very important," four to "important," three to "somewhat important," two to "not important," and one to "no opinion." To develop the consensus indices, frequency counts of responses were

multiplied by the value assigned to the responses. The products were added and the sum of the products divided by the number of respondents. In this way, a consensus value was assigned to each career planning skill for each of the four groups surveyed. For each of the 26 career planning skills, the consensus indices were added and the sum was divided by four, the number of groups. A mean index was determined for each career planning skills and presented in Table 7. The mean index was ranked within each of the four career planning concept areas and presented in Table 8. The open-ended responses for each of the four groups surveyed were categorized into two sections, suggested career planning skills and general comments, and presented in Appendix I.

Selection of Career Planning Skills for Word Processing

After the collected data were summarized, the word processing instructors matched the career planning skills with the courses in the word processing program (See Appendix G). The matching was made systematically to include the self-awareness and self-assessment skills in the courses taken during the first semester, the career exploration skills in the second semester, the decision-making skills in the third, and the job-seeking skills in the fourth. Those skills with a mean index below 4.0 were not included for infusion into the program. The course number, career planning concept area, and career skills for infusion are presented in Table 9.

Training of WP Instructors in Career Infusion Techniques

An in-service workshop was held to assist word processing instructors in the career infusion process. A video-taped program entitled "Career Focus: Cooperative Strategies for Instructors and Counselors" (San Mateo, 1982) was used to show instructors various methods in which career concepts could be infused or integrated within an existing course. Instructors were provided with an accompanying workbook and a copy of "Handbook for Career Infusion, Secretarial Department, Business Division, Skyline College" (Lawry, 1982). The handbook included career infusion activities that were prepared for the department.

Development of Career Infusion Activities

The classroom teacher's handbook entitled "Career Education in Business Education" published by the National Business Education Association (NBEA) (1979) provided activities for elementary and secondary schools which could be adapted for the community college. The modified activities from the NBEA handbook, the Secretarial Department career infusion handbook, and suggestions from the "Career Focus Workbook" were used to develop infusion activities for the word processing program. Counselors were consulted in the process of developing infusion activities. The activities that were feasible to include without altering the course content and that were appropriate for the career concept selected for the courses are presented in Appendix H.

The implementation of the activities was not part of this study.

Evaluation of the Career Infusion Curriculum Model

A flow chart of the process involved in developing the career infusion curriculum model is presented in Appendix J. An evaluation instrument (See Appendix K) was constructed and pretested to evaluate the career infusion curriculum model. Changes in wording were made before the instrument was sent through the intracampus mail to four administrators, four word processing instructors, and four counselors. Results of their evaluations are presented in Appendix K.

Summary

A systematic approach was used to develop the career infusion curriculum model for the word processing program at Skyline College. The systematic approach included the needs assessment, the identification of career planning skills, the matching of the career planning skills with the secretarial courses in the word processing program, the development of career infusion activities, and the evaluation of the model.

Chapter 4

PRESENTATION OF RESULTS

The primary purpose of this study was to develop a systematic career infusion curriculum model for the word processing program at Skyline College. The secondary purpose was to implement the model at Skyline College in the spring semester, 1984. To develop the model, data were collected in two phases: First, data were collected from word processing students enrolled in the fall semester, 1983, from Secretarial Department instructors, and from counselors to assess the need for career planning assistance. Second, data were collected from word processing graduates, advisory committee members, word processing instructors, and counselors to determine the career planning skills that were important to include in the word processing curriculum. The results of these studies are presented below.

Needs Assessment

The responses to the needs assessment are included in Appendix A. The results show that 94 percent of the word processing students, Secretarial Department instructors, and counselors agreed that Skyline College should offer assistance to students in planning their careers. The students agreed that relating each course to careers would be helpful

to future students and that it would be beneficial to students to have instruction in career planning. Ninety-three percent of the students indicated that career planning assistance was important to students of all ages. The majority of the students agreed that there was a need for career planning in the word processing courses and that the courses would be more interesting if a career perspective were taken by instructors while learning word processing skills.

Instructors and counselors agreed that career education was the responsibility of instructors and counselors. The instructors agreed that working with career counselors to integrate certain aspects of the career planning process would enhance their teaching. The counselors believed they could assist instructors in integrating career concepts into the classroom to provide a wider scope of career education for students. The relatively high undecided and agree responses to the statement, "Career education should be a separate course," indicated that both counselors and instructors were unclear about the definition of "career education," even though the cover memorandum (See Appendix E) included an explanation. The word processing instructors and counselors were of the opinion that career planning assistance was important for all people regardless of age.

Identifying Career Planning Skills for Word Processing

To develop a systematic career infusion curriculum model for word processing, career planning skills were identified. Word processing graduates, advisory committee members, word processing instructors, and counselors rated 26 career planning skills in the opinionnaire (See Appendix E) as very important, important, somewhat important, not important, and no opinion. A total of 139 opinionnaires were mailed to: word processing graduates, 111; advisory committee, 11; word processing instructors, 9; counselors, 8. There were a total of 74 (a 53 percent total return) useable responses as follows: word processing graduates, 49 (a 44 percent return); advisory committee members, 8 (a 73 percent return); word processing instructors, 9 (a 100 percent return); and counselors, 8 (a 100 percent return). The percentages of responses were derived by tabulating the responses and dividing the sum by the number of respondents in each group. The frequency of responses and percentages for each of the four groups surveyed are shown in Tables 1, 2, 3, and 4.

To make a comparison of the responses of the important career planning skills, the percentages for very important, important, and somewhat important for each of the four groups surveyed were summed and divided by three to obtain averages. These averages are shown in Table 5. In the

Table 1

Career Planning Skills Rated by
Word Processing Graduates
N=49

Career Planning Skills	Very Important		Important		Somewhat Important		Not Important		No Opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
Self-Awareness and Self-Assessment Skills										
Students should be able to identify their										
Personal values	34	69	13	27	2	4	0	0	0	0
Work or job skills	38	78	10	20	1	2	0	0	0	0
Transferable skills	23	47	22	45	4	8	0	0	0	0
Self-Management skills	30	61	18	37	1	2	0	0	0	0
Interests	16	33	20	41	12	24	1	2	0	0
Strengths and weaknesses	20	41	22	45	6	12	1	2	0	0
Likes and dislikes	12	24	26	53	9	18	2	4	0	0
Work values	29	59	16	33	4	8	0	0	0	0
Career Exploration Skills										
Students should understand the importance of choosing a										
Geographical area for work	13	27	25	51	8	16	2	4	1	2
Desirable work environment	24	49	20	41	5	10	0	0	0	0
Level of responsibility and salary	21	43	25	51	2	4	0	0	1	2
Company compatible with personality	17	35	19	39	11	22	1	2	1	2
Position that leads to advancement	24	49	16	33	9	18	0	0	0	0
Position from related occupations	11	22	23	47	12	24	0	0	3	6
Suitable size of organization/company	8	16	12	24	24	49	5	10	0	0

Table 1 Continued

Career Planning Skills Rated by
Word Processing Graduates
N=49

Career Planning Skills	Very Important No.	%	Important No.	%	Somewhat Important No.	%	Not Important No.	%	No Opinion No.	%
Decision-Making Skills										
Students should be able to make decisions										
Through an analytical process	12	24	29	59	7	14	1	2	0	0
Involving lifestyle/family/money/health	18	37	20	41	9	18	1	2	1	2
About individual goals	27	55	18	37	4	8	0	0	0	0
Based on future trends	11	22	24	49	11	22	2	4	1	2
Based on technological changes	19	39	23	47	7	14	0	0	0	0
Job-Seeking Skills										
Students should learn how to										
Conduct job information research	24	49	18	37	5	10	0	0	2	4
Tap hidden job market	18	37	24	49	4	8	1	2	2	4
Complete a job application	39	80	9	18	0	0	1	2	0	0
Prepare a cover letter and resume	39	80	8	16	2	4	0	0	0	0
Prepare for job interviews	41	84	7	14	1	2	0	0	0	0
Conduct job follow-up activities	25	51	19	39	4	8	0	0	1	2

Table 2

Career Planning Skills Rated by
Advisory Committee Members
N=8

Career Planning Skills	Very Important No.	%	Important No.	%	Somewhat Important No.	%	Not Important No.	%	No Opinion No.	%
Self-Awareness and Self-Assessment Skills										
Students should be able to identify their										
Personal values	5	63	3	38	0	0	0	0	0	0
Work or job skills	7	88	0	0	1	13	0	0	0	0
Transferable skills	6	75	1	13	1	13	0	0	0	0
Self-Management skills	8	100	0	0	0	0	0	0	0	0
Interests	4	50	3	38	1	13	0	0	0	0
Strengths and weaknesses	5	63	3	38	0	0	0	0	0	0
Likes and dislikes	4	50	3	38	1	13	0	0	0	0
Work values	6	75	1	13	1	13	0	0	0	0
Career Exploration Skills										
Students should understand the importance of choosing a										
Geographical area for work	2	25	4	50	2	25	0	0	0	0
Desirable work environment	3	38	3	38	2	25	0	0	0	0
Level of responsilibity and salary	4	50	3	38	1	13	0	0	0	0
Company compatible with personality	4	50	3	38	1	13	0	0	0	0
Position that leads to advancement	3	38	3	38	2	25	0	0	0	0
Position from related occupations	3	38	4	50	1	13	0	0	0	0
Suitable size of organization/company	1	13	2	25	4	50	1	13	0	0

Table 2 Continued

Career Planning Skills Rated by
Advisory Committee Members
N=8

Career Planning Skills	Very Important		Important		Somewhat Important		Not Important		No Opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
Decision-Making Skills										
Students should be able to make decisions										
Through an analytical process	3	38	5	63	0	0	0	0	0	0
Involving lifestyle/family/money/health	2	25	5	63	1	13	0	0	0	0
About individual goals	5	63	1	13	2	25	0	0	0	0
Based on future trends	4	50	1	13	3	38	0	0	0	0
Based on technological changes	5	63	0	0	3	38	0	0	0	0
Job-Seeking Skills										
Students should learn how to										
Conduct job information research	3	38	3	38	2	25	0	0	0	0
Tap hidden job market	3	38	3	38	2	25	0	0	0	0
Complete a job application	6	75	1	13	0	0	1	13	0	0
Prepare a cover letter and resume	5	63	3	38	0	0	0	0	0	0
Prepare for job interviews	6	75	2	25	0	0	0	0	0	0
Conduct job follow-up activities	5	63	1	13	2	25	0	0	0	0

Table 3

Career Planning Skills Rated by
Word Processing Instructors
N=9

Career Planning Skills	Very Important No.	%	Important No.	%	Somewhat Important No.	%	Not Important No.	%	No Opinion No.	%
Self-Awareness and Self-Assessment Skills										
Students should be able to identify their										
Personal values	5	56	3	33	0	0	0	0	1	11
Work or job skills	6	67	3	33	0	0	0	0	0	0
Transferable skills	6	67	3	33	0	0	0	0	0	0
Self-Management skills	9	100	0	0	0	0	0	0	0	0
Interests	4	44	4	44	0	0	0	0	1	11
Strengths and weaknesses	6	67	3	33	0	0	0	0	0	0
Likes and dislikes	4	44	3	33	1	11	0	0	1	11
Work values	5	56	4	44	0	0	0	0	0	0
Career Exploration Skills										
Students should understand the importance of choosing a										
Geographical area for work	2	22	4	44	2	22	0	0	1	11
Desirable work environment	3	33	5	56	1	11	0	0	0	0
Level of responsibility and salary	5	56	4	44	0	0	0	0	0	0
Company compatible with personality	3	33	4	44	2	22	0	0	0	0
Position that leads to advancement	4	44	4	44	1	11	0	0	0	0
Position from related occupations	2	22	5	56	2	22	0	0	0	0
Suitable size of organization/company	2	22	4	44	2	22	1	11	0	0

Table 3 Continued

Career Planning Skills Rated by
Word Processing Instructors
N=9

Career Planning Skills	Very Important No.	%	Important No.	%	Somewhat Important No.	%	Not Important No.	%	No Opinion No.	%
Decision-Making Skills										
Students should be able to make decisions										
Through an analytical process	2	22	6	67	1	11	0	0	0	0
Involving lifestyle/family/money/health	3	33	6	67	0	0	0	0	0	0
About individual goals	4	44	4	44	1	11	0	0	0	0
Based on future trends	4	44	5	56	0	0	0	0	0	0
Based on technological changes	4	44	5	56	0	0	0	0	0	0
Job-Seeking Skills										
Students should learn how to										
Conduct job information research	3	33	3	33	3	33	0	0	0	0
Tap hidden job market	5	56	4	44	0	0	0	0	0	0
Complete a job application	9	100	0	0	0	0	0	0	0	0
Prepare a cover letter and resume	9	100	0	0	0	0	0	0	0	0
Prepare for job interviews	8	89	1	11	0	0	0	0	0	0
Conduct job follow-up activities	6	67	3	33	0	0	0	0	0	0

Table 4

Career Planning Skills Rated by
Counselors
N=8

Career Planning Skills	Very Important No.	%	Important No.	%	Somewhat Important No.	%	Not Important No.	%	No Opinion No.	%
Self-Awareness and Self-Assessment Skills										
Students should be able to identify their										
Personal values	5	63	3	38	0	0	0	0	0	0
Work or job skills	5	63	3	38	0	0	0	0	0	0
Transferable skills	4	50	4	50	0	0	0	0	0	0
Self-Management skills	5	63	3	38	0	0	0	0	0	0
Interests	3	38	4	50	1	13	0	0	0	0
Strengths and weaknesses	4	50	3	38	1	13	0	0	0	0
Likes and dislikes	1	13	4	50	3	38	0	0	0	0
Work values	3	38	4	50	1	13	0	0	0	0
Career Exploration Skills										
Students should understand the importance of choosing a										
Geographical area for work	1	13	2	25	4	50	0	0	1	13
Desirable work environment	1	13	5	63	2	25	0	0	0	0
Level of responsibility and salary	2	25	4	50	2	25	0	0	0	0
Company compatible with personality	3	38	1	13	4	50	0	0	0	0
Position that leads to advancement	2	25	4	50	2	25	0	0	0	0
Position from related occupations	2	25	4	50	2	25	0	0	0	0
Suitable size of organization/company	1	13	2	25	3	38	2	25	0	0

Table 4 Continued

Career Planning Skills Rated by Counselors
N=8

Career Planning Skills	Very Important		Important		Somewhat Important		Not Important		No Opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
Decision-Making Skills										
Students should be able to make decisions										
Through an analytical process	5	63	2	25	1	13	0	0	0	0
Involving lifestyle/family/money/health	1	13	7	88	0	0	0	0	0	0
About individual goals	4	50	4	50	0	0	0	0	0	0
Based on future trends	5	63	2	25	1	13	0	0	0	0
Based on technological changes	3	38	4	50	1	13	0	0	0	0
Job-Seeking Skills										
Students should learn how to										
Conduct job information research	3	38	3	38	2	25	0	0	0	0
Tap hidden job market	3	38	4	50	1	13	0	0	0	0
Complete a job application	7	88	1	13	0	0	0	0	0	0
Prepare a cover letter and resume	5	63	3	38	0	0	0	0	0	0
Prepare for job interviews	5	63	3	38	0	0	0	0	0	0
Conduct job follow-up activities	4	50	3	38	1	13	0	0	0	0

Table 5

Percentages of Respondents who Rated Career Planning Skills as Important for the Word Processing Program
N=74

Career Planning Skills	WP Graduates %	Advisory Committee %	WP Instructors %	Counselors %
Self-Awareness and Self-Assessment Skills				
Students should be able to identify their				
1. Personal values	100	100	89	100
2. Work or job skills	100	100	100	100
3. Transferable skills	100	100	100	100
4. Self-Managements skills	100	100	100	100
5. Interests	98	100	89	100
6. Strengths and weaknesses	98	100	100	100
7. Likes and dislikes	96	100	89	100
8. Work values	100	100	100	100
Career Exploration Skills				
Students should understand the importance of choosing a				
9. Geographical area for work	94	100	89	88
10. Desirable work environment	100	100	100	100
11. Level of responsibility and salary	98	100	100	100
12. Company compatible with personality	96	100	100	100
13. Position that leads to advancement	100	100	100	100
14. Position from related occupations	94	100	100	100
15. Suitable size of organization/company	90	88	89	75

Table 5 Continued

Percentages of Respondents who Rated Career Planning Skills as Important for the Word Processing Program
N=74

Career Planning Skills	WP Graduates %	Advisory Committee %	WP Instructors %	Counselors %
Decision-Making Skills				
Students should be able to make decisions				
16. Through an analytical process	98	100	100	100
17. Involving lifestyle/family/money/health	96	100	100	100
18. About individual goals	100	100	100	100
19. Based on future trends	94	100	100	100
20. Based on technological changes	100	100	100	100
Job-Seeking Skills				
Students should learn how to				
21. Conduct job information research	96	100	100	100
22. Tap the hidden job market	94	100	100	100
23. Complete a job application	98	88	100	100
24. Prepare a cover letter and resume	100	100	100	100
25. Prepare for job interviews	100	100	100	100
26. Conduct job follow-up activities	98	100	100	100

self-awareness/assessment area, all of the groups rated this category as important with percentages of 89 percent and above. In the career exploration skills area, the size of the organization/company and the geographical area for work were not believed to be as important as the other skills in choosing careers. A desirable work environment and choosing a position that leads to advancement were rated as very important by all the respondents. In the decision-making skills area, the four groups surveyed considered these skills as very important. The job-seeking skills area was important for all word processing students to learn. The comparisons of the ratings of important career planning skills by the four groups are shown in Figures 1, 2, 3, and 4.

Table 6 shows the percentages of the four career concept areas. The percentages of responses for the five ratings were added and divided by the number of items in each of the career concept areas. In the self-awareness/assessment area, 70.5 percent of the advisory committee members believed these skills to be very important compared with 51.5 percent of the word processing graduates, 62.6 percent of the word processing instructors, and 47.3 percent of the counselors. In the career exploration area, counselors rated these skills lower than did the word processing graduates, advisory committee members, word processing instructors, and counselors. In the decision-making area, word processing graduates and advisory committee members rated these skills

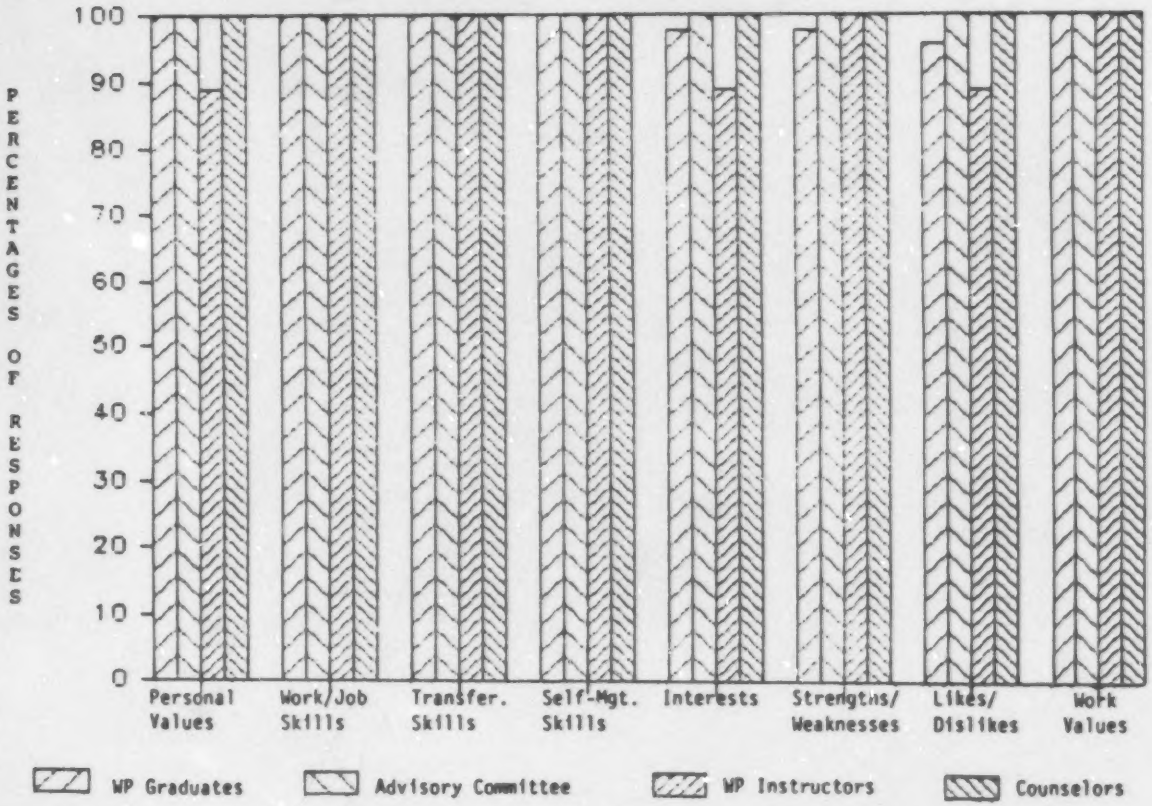

Figure 1

Comparisons of Self-Awareness/Assessment Skills

N=74

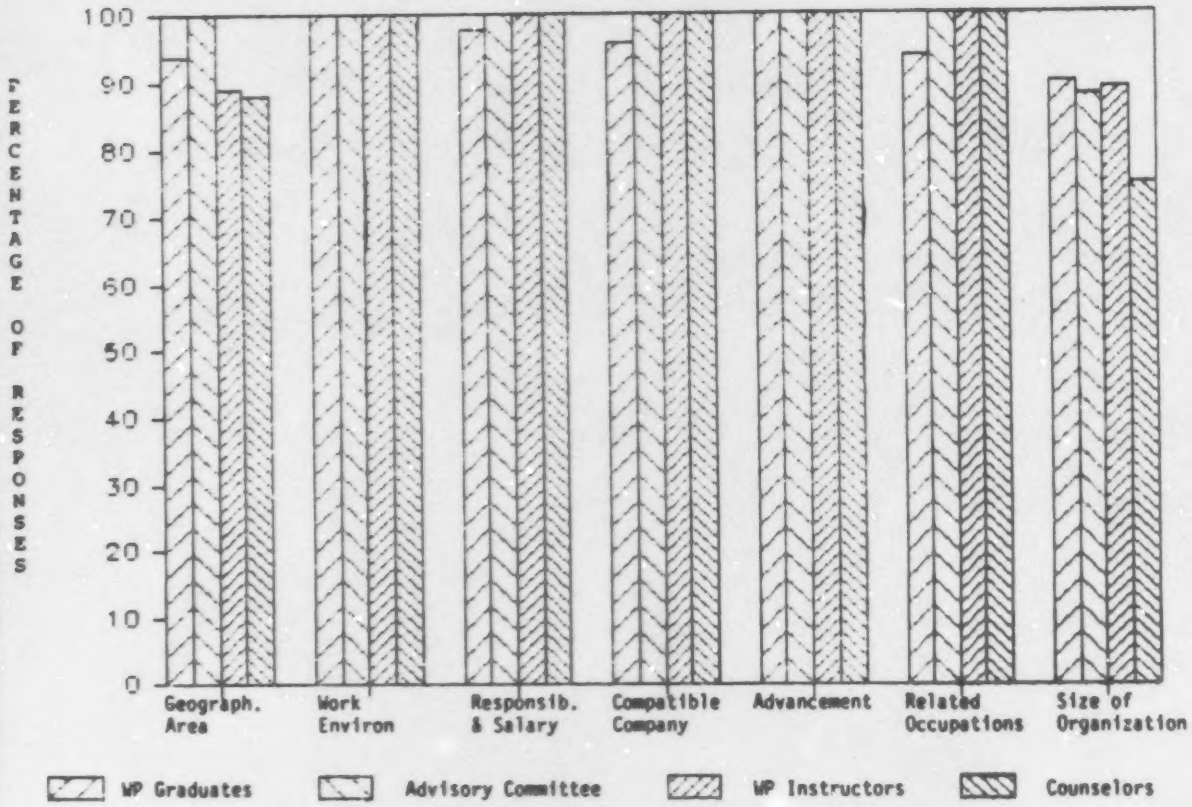

Figure 2

Comparisons of Career Exploration Skills

N=74

56

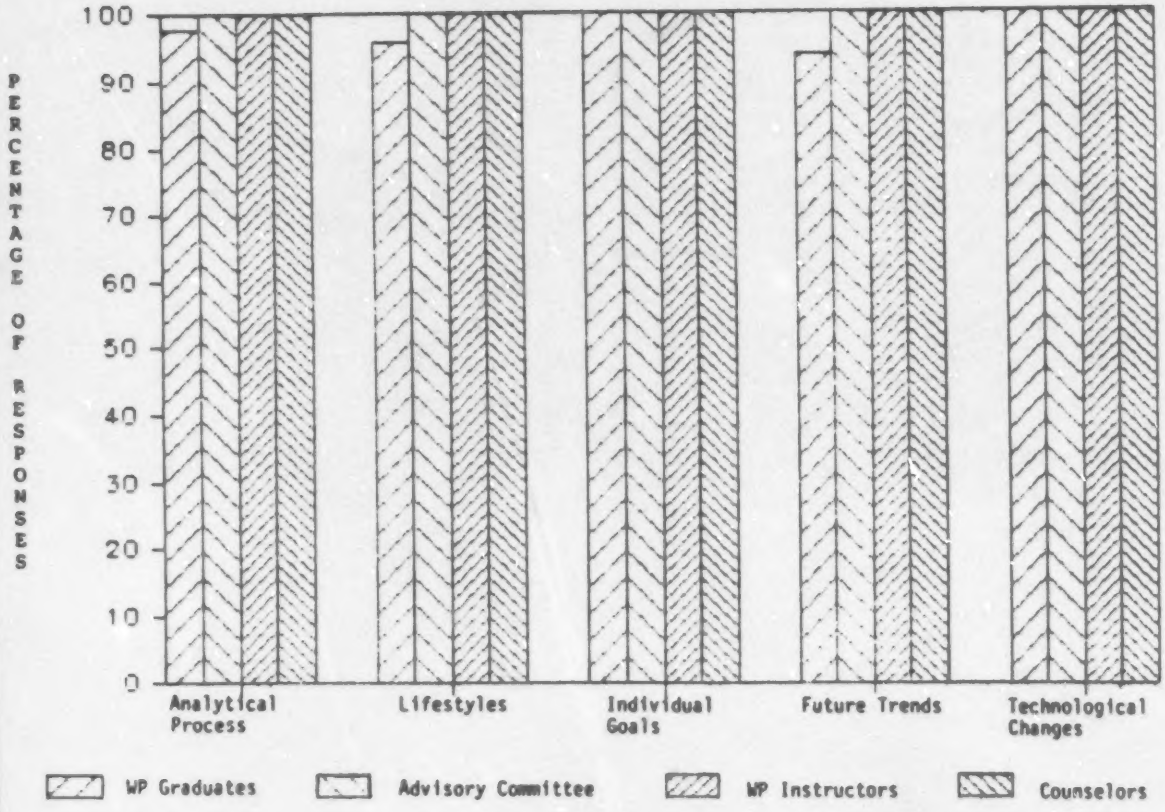

Figure 3

Comparisons of Decision-Making Skills

N=74

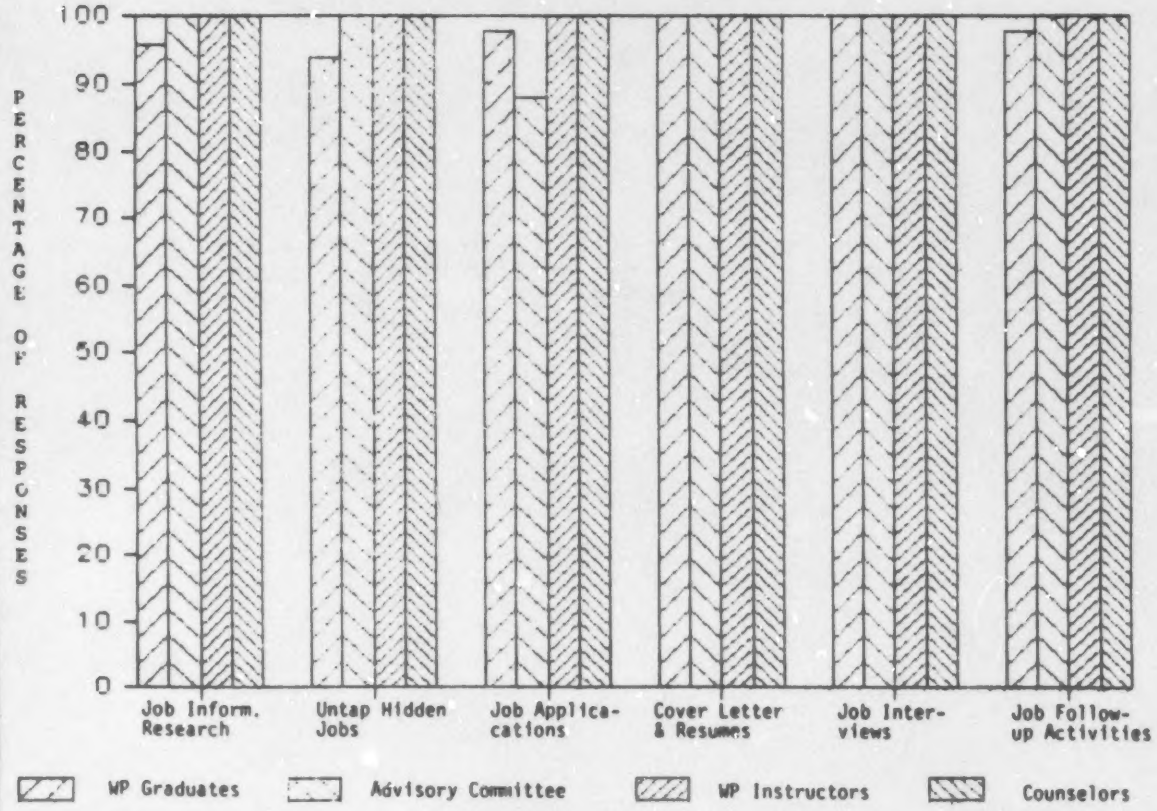

Figure 4

Comparisons of Job-Seeking Skills

N=74

Table 6
A Comparison of Average Percentages
of Career Planning Concepts
N=74

Career Concepts	Very Import. %	Import. %	Some-what Import. %	Not Import. %	No Opinion %
Self-Awareness/ Assessment Skills					
WP Graduates	51.5	37.6	9.8	1.0	.0
Adv.Committee	70.5	22.2	8.1	.0	.0
WP Instructors	62.6	31.6	1.4	.0	4.1
Counselors	47.3	44.0	9.6	.0	.0
Career Exploration Skills					
WP Graduates	34.4	40.9	20.4	2.3	1.7
Adv.Committee	36.0	39.6	23.4	1.6	.0
WP Instructors	33.1	47.4	15.7	1.6	1.6
Counselors	21.7	39.4	34.0	3.5	1.8
Decision-Making Skills					
WP Graduates	35.4	47.0	15.2	1.6	.8
Adv.Committee	47.8	30.4	22.8	.0	.0
WP Instructors	37.4	58.0	4.4	.0	.0
Counselors	45.4	47.6	7.8	.0	.0
Job-Seeking Skills					
WP Graduates	63.5	28.8	5.3	.7	1.7
Adv.Committee	58.7	27.5	12.5	2.1	.0
WP Instructors	74.1	20.1	5.7	.0	.0
Counselors	56.6	35.8	8.5	.0	.0

less important (Somewhat important, 15.2 percent and 22.8 percent respectively) than the instructors or counselors (4.4 percent and 7.8 percent, respectively). The job-seeking skills were rated very important (74.1 percent) by instructors with lower percentages of responses by the word processing graduates, advisory committee members, and counselors (63.5 percent, 58.7 percent, and 56.6 percent, respectively).

The ranking of the important career planning skills was achieved by computing means from the weighted consensus indices. The mean averages for each of the 26 career planning skills are shown in Table 7. The averages were then ranked within each of the career concept areas as shown in Table 8. The mean averages ranged from 3.47 to 4.81 based on a possible 5.0 index. There were four career planning skills with means above 4.75: identifying self-management skills, completing a job application, preparing for job interviews, and preparing a cover letter and resume. Two skills were ranked between 4.5 and 4.74: identifying work/job skills and transferable skills. There were seven skills ranked between 4.25 and 4.49: identifying strengths and weaknesses, work values, choosing a level of responsibility and salary, making decisions about individual goals, making decisions based on technological changes, conducting job follow-up activities, and learning how to tap the hidden job market. The skills rated below 4.0 were: choosing the geographical area for work and the size of the organization with means of 3.72 and 3.47, respectively.

Table 7

Mean Index of Career Planning Skills
N=74

Career Planning Skills	Mean Index
Self-Awareness and Self-Assessment Skills	
Students should be able to identify their	
1. Personal values	4.22
2. Work or job skills	4.70
3. Transferable skills	4.55
4. Self-Management skills	4.81
5. Interests	4.20
6. Strengths and weaknesses	4.48
7. Likes and dislikes	4.03
8. Work values	4.34
Career Exploration Skills	
Students should understand the importance of choosing a	
9. Geographical area for work	3.72
10. Desirable work environment	4.16
11. Level of responsibility and salary	4.31
12. Company compatible with personality	4.10
13. Position that leads to advancement	4.19
14. Position from related occupations	4.01
15. Suitable size of organization	3.47
Decision-Making Skills	
Students should be able to make decisions	
16. Through an analytical process	4.15
17. Involving lifestyle/family/money/health	4.17
18. About individual goals	4.42
19. Based on future trends	4.23
20. Based on technological changes	4.29
Job-Seeking Skills	
Students should learn how to	
21. Conduct job information research	4.12
22. Tap the hidden job market	4.27
23. Complete a job application	4.79
24. Prepare a cover letter and resume	4.76
25. Prepare for job interviews	4.77
26. Conduct job follow-up activities	4.45

Table 8

Career Planning Skills Ranked in Order of Importance for Each Career Planning Concept
N=74

Career Planning Skills	Mean Index
Self-Awareness and Self-Assessment Skills	
Be able to identify	
Self-management skills	4.81
Work or job skills	4.70
Transferable skills	4.55
Strengths and weaknesses	4.48
Work values	4.34
Personal values	4.22
Interests	4.20
Likes and dislikes	4.03
Career Exploration Skills	
Understand the importance of choosing a	
Level of responsibility and salary	4.31
Position that leads to advancement	4.19
Desirable work environment	4.16
Company compatible with one's personality	4.10
Position from related occupations	4.01
Geographical area for work	3.72
Company/organization of suitable size	3.47
Decision-Making Skills	
Be able to make decisions	
About individual goals	4.42
Based on technological changes	4.29
Based on future trends	4.23
Involving lifestyle/family/money/health	4.17
Through an analytical process	4.15
Job-Seeking Skills	
Learn how to	
Complete a job application	4.79
Prepare for job interviews	4.77
Prepare a cover letter and resume	4.76
Conduct job follow-up activities	4.45
Tap hidden job market	4.27
Conduct job information research	4.12

The career planning skills were matched with the secretarial courses in the word processing program. The first semester courses were matched with the self-awareness and self-assessment skills; the second semester courses, career exploration skills; the third semester courses, decision-making skills; and the fourth semester courses, job-seeking skills. The matching of the skills with the courses are shown in Table 9.

Career infusion activities for each of the secretarial courses in the word processing program were developed by word processing instructors. Counselors were consulted in areas of career planning that were unclear to the instructors, especially those concepts in the self-awareness and self-assessment areas. The infusion activities are included in this study in Appendix H.

The respondents were asked to give additional suggestions for career planning and to make general comments. These comments are given in Appendix I. Several suggestions related to self-management skills, such as being flexible and willing to learn, keeping an open mind, and learning appropriate behavior on the job. Suggestions relating to transferable skills included learning to cope with different types of people, learning to set priorities, and acquiring good communications/listening skills. Work skills suggested were: having a knowledge of statistical typing, knowing how to use a personal computer, and possessing a high level of keyboarding and language arts skills. General comments by word

Table 9

Career Planning Skills Infused in the
Secretarial Courses of the
Word Processing Program

Secretarial Courses		Career Planning Skills
Semester 1 - Self-Awareness/Assessment Skills		
Sec. 110	Typing	Identify self-management and transferable skills
Sec. 300	WP: Machine Transcrip.	Identify strengths/weaknesses, interests, likes/dislikes
Sec. 315	WP: Concepts	Identify work or job skills
Sec. 400	Business English	Identify work and personal values
Semester 2 - Career Explorations Skills		
Sec. 305	WP: Magnetic Keyboards	Understand the importance of choosing a level of responsibility/salary, positions leading to advancement, desirable work environment, compatible company
Sec. 320	Copy Processing	Choose work from a number of related occupations
Sec. 412	Filing and Records Mgt.	Choose work from a number of related occupations
Semester 3 - Decision-Skills		
Sec. 305	WP: Magnetic Keyboards	Make decisions about individual goals, decisions based on technological changes and future trends
Semester 4 - Job-Seeking Skills		
Sec. 318	WP: Internship	Learn how to tap hidden job market, conduct job information research, prepare for interviews, conduct job follow-up activities
Sec. 401	Business Communications	Learn to complete job applications, prepare a cover letter and resume

processing graduates included a need for a greater variety of word processing equipment and more practical, on-the-job experience. Counseling and guidance was mentioned as an important part of the word processing program. The term, "word processing," was too limiting and should be changed to "office systems." Integration of career concepts into the courses was mentioned as an excellent idea.

The model for developing a career infusion curriculum is included in Appendix J. The process of developing the model was evaluated by four administrators, four instructors, and four counselors. The original model did not include student/instructor evaluation after the infusion activities took place. The student/instructor evaluation of the infusion activities was added to the flow chart along with a line showing the revising and repeating of the career selection and infusion activities cycles. The evaluation form and responses are included in Appendix K.

Summary

In the needs assessment, word processing students, Secretarial Department instructors, and counselors were in general agreement that Skyline College should provide career planning assistance to students. The instructors and the counselors further agreed that integrating career concepts into the classroom would be a viable method of providing career planning assistance to students. Word processing graduates, advisory committee members, word processing

instructors and counselors identified the career planning skills that were important for word processing students. Of the 26 career planning skills rated, two were rated below 4.0 and were not included in the infusion activities. The four career planning concepts used in this study (self-awareness and self-assessment, career exploration, decision making, and job seeking) were paired sequentially with the four semesters in the word processing program. Twenty-four career planning skills were matched with the secretarial courses in the word processing program, using the course objectives as the criteria for selecting the appropriate career planning skill. From these pairings, career infusion activities were developed by word processing instructors and counselors.

Chapter 5

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

Interpretation of Results

An analysis of the data illustrated that there was agreement among the four surveyed groups that 26 career planning skills were important to include in the secretarial courses of the word processing program. The career planning skills, which were selected and verified from four sources (Hollis, 1975; Hoyt, 1981; CPGA, 1972; Finch, 1979), were considered important for word processing students, although there were slight differences in the percentages of importance. One possible partial explanation was that the sample population was not randomly selected. The sample population included the word processing graduates, word processing advisory committee members, word processing instructors, and counselors. Another possible partial explanation was the size of the population sampled, which was a limitation that may have accounted for the variation in the responses. There were a total of 74 useable responses. Still another possible partial explanation was the lack of understanding of the concept of career education. In the needs assessment, 56 percent of the counselors agreed and 22 percent were undecided that career education should be a separate course while 33 percent of the instructors agreed and 56 percent were

undecided. These responses indicated that there may have been a lack of understanding that career education is not a course but a concept that relates curricula to life preparation (Torp, 1975:54). And yet another possible partial explanation was the rating scale used in the opinionnaire. The semantic differences between "very important" and "important" as perceived by the respondents may have produced a variation in responses. Lastly, a possible partial explanation may have been a halo effect as the result of the respondents' collegial relationships with the researcher.

Four major research questions were addressed in this study:

1. What career concepts do instructors perceive should be included in the word processing courses? There was general agreement among the instructors that the four career planning concepts contained in this study were important to include in the word processing courses. The job-seeking skills were considered the most important (74.1 percent) of the four career concept areas. In business education, job-seeking skills have been an integral part of the preparation for employment (Finch, 1978:I-2). In learning to write letters and business documents, employment letters and resumes are included in the business correspondence course. Self-awareness and self-assessment skills were considered very important by 62.6 percent of the word processing instructors. The course of study for the machine transcription

course (See Appendix G) listed self-awareness skills as one of the objectives. The instructors who had taught the course were cognizant of the importance of assessing the self-understanding skills, such as identifying interests, strengths and weaknesses, likes and dislikes, and values. One instructor wrote that students must be made aware that keeping a job is as important as getting a job. Another instructor added that awareness of personal characteristics which tend to point to job success and advancement were important. Career exploration and decision-making skill areas were considered important or somewhat important. Selecting the size of an organization was regarded the least important career planning skill for word processing students to learn.

2. What career concepts do counselors perceive should be included in the word processing courses? There was general agreement among the counselors that all of the career planning concepts were important to include in the word processing program. Of the four career planning concepts, job-seeking skills were regarded very important by more counselors than the other three concepts. Self-awareness and self-assessment and the decision-making skills were considered important to very important. Counselors typically work with students in the affective domain, thus it was expected that they considered self-awareness as very important. Of lesser importance, yet still valuable, were the career exploration skills. The size of the organization was not

considered important by two counselors. Choosing a position with a potential for advancement or a position with responsibility and a commensurate salary was considered more important than the size of the organization or geographic area in the career exploration category.

3. What career concepts do members of the Skyline College Word Processing Advisory Committee perceive should be included in the word processing courses? There was general agreement among the members of the advisory committee that all four of the career planning concepts were important to include in the word processing program. The advisory committee members (70.5 percent) considered self-awareness and self-assessment skills and decision-making skills (47.8 percent) as very important. One member wrote that being aware of future trends, such as the shift of work to foreign countries was important to recognize. In the career exploration skills area, one member regarded the size of the organization in selecting work as unimportant. Selecting a position of responsibility with an appropriate salary and selecting a company compatible with one's personality were more important than the size of the organization or its geographic location. Learning to complete a job application accurately was considered by one member as not important; however, 75 percent of the members regarded filling out a job application as a very important skill to learn. Learning to interview for jobs was a skill that members indicated as very

important to include in the word processing courses. One member represented an employment agency, and the acquisition of good job-seeking skills was considered extremely important by her.

4. What career concepts do former students of the word processing perceive should be included in the word processing courses? There was general agreement among the word processing graduates that all four career planning concepts were important to include in the word processing courses. Job-seeking, self-awareness, and self-assessment skills were considered very important by more than half of the former students. Within the self-awareness and self-assessment concept areas, identifying interests, strengths, weaknesses, likes, and dislikes were regarded of lesser importance than identifying work/transferable/self-management skills and personal/work values. In the job-seeking skills area, writing a cover letter and resume, learning to complete a job application accurately, and preparing for job interviews were considered more important to include in the word processing program than conducting research on jobs or learning how to discover hidden (non-advertised) jobs. The career exploration skills were regarded by the word processing graduates as slightly less important than the other three concept areas. The size of the organization was considered least important in learning about career opportunities in word processing. Making career decisions about short-range

and long-range individual goals were more important than making decisions based on future trends.

It should be noted that of the 49 useable responses from the graduates, 39 were employed. Five of the graduates had positions that included "word processing" in the title. Students with job titles, such as secretary, legal or medical secretary, transcriptionist, administrative assistant, senior clerk, or owner of a typing service, may well be using word processing skills learned at Skyline College. The self-assessment skills, particularly identifying transferable skills, would be important skills for word processing students to learn as they may choose work in another vocational field.

Mean scores were computed using weighted consensus values for the purpose of ranking each of the career planning skills by degree of importance. Identifying self-management skills (4.81) was ranked the most important skill, closely followed by learning to complete a job application accurately (4.79). Preparing for job interviews (4.77) and learning to write a cover letter and resume (4.76) were next in importance. Of the four highest ranked career planning skills, teaching students how to get and to keep jobs were important skills to learn. Self-management skills (e.g., initiative, perseverance, integrity, dependability, resourcefulness, creativity) are attitudes rooted in temperament and closely related to personality traits.

The respondents suggested additional skills that were important to include in the word processing program, such as learning to cope with many different types of people, keeping an open mind, learning to work cooperatively, having a sense of humor, being flexible, and willing to learn. Identifying work/job skills and transferable skills completed the ranking of the very important (over 4.5) career planning skills. Since the word processing program is a vocational training program, it was expected that identifying work/job skills would be very important. Transferable skills are task-related competencies that are not limited to any particular setting. Sample transferable skills (sometimes called functional skills) are organizing, analyzing, listening, questioning, writing, and problem solving.

The six most important career planning skills identified in this study were congruent with the skills considered important by the San Francisco Bay Area employers as reported by Murphy and Jenks (1983:82) in an article entitled "Getting a Job After College--What Skills are Needed?" Career infusion activities were developed for the career planning skills that were rated 4.0 (important) or higher. Two career exploration skills were ranked somewhat important (the geographic area for work and the size of the organization) and were not included in the career infusion activities.

The data collected provided the basis for the development of the career infusion curriculum model for word

processing. The curriculum model was structured using Zenger and Zenger's (1982) curriculum planning process.

Conclusions

Career planning assistance at Skyline College was limited in 1984 after the career center was eliminated. Students were enrolling in the word processing program without analyzing the demands of the occupation or their suitability for work utilizing automated technology in the office. A needs assessment conducted during the fall semester 1983 of all students enrolled in word processing classes at Skyline College revealed a need for career planning assistance for word processing students.

The purpose of this study was to develop a systematic career infusion curriculum model for the word processing program. Data from word processing graduates, word processing advisory committee members, word processing instructors, and counselors were gathered to identify the important career planning skills needed by students in the word processing program. It was assumed for this study that the pre-tested instrument designed to collect the data for the career planning curriculum model was a valid instrument and that it was a reliable method of collecting the data. It was further assumed that the four groups in the sample population would be able to provide the information needed. Limitations accepted were that the sample population was small and that the career infusion model was designed for the word processing program at Skyline College. It was further recognized

that the career infusion activities were developed specifically for the secretarial courses in the word processing program and that the activities would not be implemented as part of this study.

Career education programs in the community college were recognized by business educators and counseling professionals as an important concept in meeting the needs of students. Kenneth B. Hoyt (1977:11) predicted that the community college's career education effort will be greatly expanded to help students acquire not only job skills but also adaptability skills (e.g., clarifying personal and work values, developing good work habits, identifying self-management and transferable skills, and learning decision-making skills) that are required for the changing occupational society. In 1976 Hoyt (1976:13) maintained that students receiving a college degree should be able to demonstrate a set of marketable job skills as well as a set of adaptability skills that equipped them to meet societal and technological changes.

Career resource centers were used as the vehicle for providing career planning assistance to students in many institutions cited in the review of literature. Without a career center, career planning assistance must be provided in the classroom. Marcum (1981:30) suggested that the most efficient way to incorporate career education concepts into a curriculum was to integrate or infuse the concepts into the existing curricula.

From the data collected in this study, the important career planning concepts and skills needed by word processing students were identified. The four career planning concepts included in this study (self-awareness and self-assessment, career exploration, decision making, and job-seeking skills) were matched with the four semesters of the word processing program. The skills within each of the career planning areas were then paired with the secretarial courses in the word processing program. The selection of the career planning skill to be infused in each course was accomplished by word processing instructors with needed assistance from counselors, using the criterion of feasiblity of the career activity for each course. The career infusion activities developed for each course provided students in the word processing major with a systematic career planning process while learning the skills and knowledges needed to become word processing specialists. The cooperative efforts of graduates, advisory committee members, instructors, and counselors resulted in a career infusion curriculum model for word processing (See Appendix J). The career infusion curriculum model was based on theory compatible with the mission and goals of Skyline College.

Recommendations for the Improvement of Practice

The career infusion curriculum model was presented to the Skyline College Word Processing Advisory Committee meeting in the spring semester 1984. In addition to advisory committee members from the business community, in attendance

at the meeting were the President of Skyline College, the Director of the Business Division, word processing students and instructors, instructional aides, and a counselor. The members of the advisory committee reinforced the importance of career education and approved the career infusion curriculum model.

Recommendations follow. It is recommended that

1. The Secretarial Department instructors incorporate the infusion activities designed in this study during the fall semester 1984.

2. An evaluation instrument be designed and administered at the end of the semester for the secretarial courses of the word processing program to determine the effectiveness of the activities.

3. Career infusion activities be developed for the other courses in the Secretarial Department.

4. The courses of study for the secretarial courses in the word processing program be revised to include career planning skills.

5. An in-service workshop be held for instructors in other programs at Skyline College to learn of career planning concepts for infusion into their programs.

6. Counselors continue working with the instructors to upgrade the career infusion activities.

7. Follow-up studies in the Secretarial Department be instituted as an ongoing process for curricular improvements.

Dissemination

The career infusion curriculum model will be made available to the secretarial instructors of the other two colleges in the district. In addition, the results of this study will be made available to faculties and administrators through the California Career Education Dissemination Center located in Santa Barbara, California. Lastly, the study will be made available to the Center for Business Teachers, San Francisco State University, San Francisco, California.

Summary

A career infusion curriculum model was developed, implemented, and evaluated in this study. The model was designed to provide word processing students at Skyline College with career planning skills needed to prepare for work in a changing environment. In the review of literature, career planning assistance in community colleges was generally provided through career resource centers. There was no model available that specifically addressed the needs of word processing students at the community college level. Results of this study indicated that career planning assistance must be provided to students and that career infusion is a method that can accomplish this objective. According to the evaluation by administrators, instructors, and counselors, the model developed for career infusion in the word processing program presented a positive beginning for students to plan their careers.

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APPENDIX A

NEEDS ASSESSMENT

BEST COPY AVAILABLE

CAREER PLANNING OPINIONNAIRE

The following statements represent opinions. Your agreement or disagreement will be determined on the basis of your particular beliefs. Kindly check your position on the scale as the statement first impresses you. Indicate what you believe rather than what you think you should believe.

SA = I strongly agree
A = I agree
U = I am undecided
D = I disagree
SD = I strongly disagree

N=207

		SA	A	U	D	SD
1. Skyline College should offer assistance to students in planning their careers.	F	127	70	7	3	0
	%	93%		3%	1%	
2. Most students need assistance in identifying their abilities to help them in planning their careers.	F	86	97	16	5	1
	%	89%		8%	3%	
3. Most students have already had extensive career planning in high school and do not need assistance in college.	F	4	8	18	98	79
	%	6%		9%	86%	
4. Most students already know how to assess their own abilities so that it is not necessary for them to receive assistance in college.	F	2	13	19	114	59
	%	7%		9%	84%	
5. It is helpful when instructors talk about career planning in their classes.	F	86	94	14	10	3
	%	87%		7%	6%	
6. Only young people under 22 years of age need assistance in career planning.	F	3	7	14	88	95
	%	5%		7%	88%	
7. Courses in the word processing program are more interesting if some help were given to assist students in career planning.	F	48	74	77	6	2
	%	59%		37%	4%	
8. There is a need for career planning in all courses in the word processing program.	F	32	92	75	8	3
	%	60%		36%	4%	
9. Career planning assistance in the classroom is not needed in the word processing program because students already know or have decided upon their careers.	F	3	12	61	93	38
	%	7%		29%	64%	
10. Career planning is a waste of time.	F	2	4	2	58	41
	%	3%		1%	96%	
11. Relating each course to careers would be helpful to students.	F	69	118	15	4	1
	%	90%		7%	2%	
12. Career planning assistance is important for all people regardless of age.	F	112	76	6	6	2
	%	93%		3%	4%	

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INSTRUCTOR OPINIONNAIRE

The following statements represent opinions. Your agreement or disagreement will be determined on the basis of your particular beliefs. Kindly check your position on the scale as the statement first impresses you. Indicate what you believe rather than what you think you should believe.

SA = I strongly agree
A = I agree
U = I am undecided
D = I disagree
SD = I strongly disagree

N=9

		SA F/%	A F/%	U F/%	D F/%	SD F/%
1.	Skyline College should offer assistance to students in planning their careers.	7/78 100%	2/22			
2.	Students in the word processing program have clearly defined career goals.	1/11	4/44 56%	3/33 33%		1/11 11%
3.	Students in the word processing classes already know how to assess their own abilities so that it is not necessary for them to receive career planning assistance in college.				4/44 100%	5/56
4.	Students in the word processing program do not need any assistance in career planning because they have already selected their major.			1/11 11%	3/33	5/56 89%
5.	Career education should be a separate course.	1/11	2/22 33%	3/33 33%	1/11	2/22 11%
6.	All instructors can help students relate the concepts they teach to life and to careers.	2/22	5/56 78%		2/22 22%	
7.	The primary focus of career education is on the needs of students, not the needs of the institution.	4/44	3/33 77%	1/11 11%	1/11 11%	
8.	Career education is the responsibility of counselors and not instructors.				7/78 100%	2/22
9.	Career education concepts should be integrated into the subject matter of all courses in the word processing curriculum.	2/22	6/67 89%	1/11 11%		
10.	Career planning assistance is important for all people regardless of age.	5/56	3/33 89%		1/11 11%	
11.	Working along with a career counselor to integrate certain aspects of the career planning process would enhance my teaching.	3/33	5/56 89%	1/11 11%		
12.	Word processing instructors should share their ideas about career education with each other.	4/44 100%	5/56			

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COUNSELOR OPINIONNAIRE

The following statements represent opinions. Your agreement or disagreement will be determined on the basis of your particular beliefs. Kindly check your position on the scale as the statement first impresses you. Indicate what you believe rather than what you think you should believe.

SA = I strongly agree
A = I agree
U = I am undecided
D = I disagree
SD = I strongly disagree

N=9

		SA	A	U	D	SD
		F/%	F/%	F/%	F/%	F/%
1.	Skyline College should offer assistance to students in planning their careers.	8/67	2/22			1/11
		89%				11%
2.	Most students who have selected a major do not need career planning assistance.			1/11	2/22	6/67
				11%		89%
3.	Career education should be a separate course.	2/22	3/33	2/22	2/22	
		33%		22%	22%	
4.	All instructors can help students by relating the concepts they teach to life and to careers.	3/33	6/67			
		100%				
5.	The primary focus of career education is on the needs of students, not the needs of the institution.	5/56	3/33	1/11		
		89%		11%		
6.	The primary function of counseling is to help students focus on careers.	1/11	2/22	1/11	4/44	2/22
		33%		11%	67%	
7.	Career education is the responsibility of counselors, not instructors.		4/44		2/22	3/33
		44%			56%	
8.	Career education concepts should be integrated into the subject matter of all courses.	1/11	5/56	1/11	1/11	1/11
		67%		11%	11%	11%
9.	Career planning assistance is important for all people regardless of age.	3/33	3/33		2/22	1/11
		67%			33%	
10.	In my counseling, I attempt to guide students through the career planning process by helping them with self-awareness, self-assessment, career exploration, decision making, job preparation, and job seeking skills.	5/56	3/33	1/11		
		89%		11%		
11.	Counselors can assist instructors to integrate career concepts into the classroom.	3/33	4/44	2/22		
		78%		22%		
12.	Counselors and instructors should work together in as many classes as possible to provide a wider scope of career education for students.	4/44	3/33	1/11	1/11	
		78%		11%	11%	

APPENDIX B

LETTERS FOR INTERNAL VALIDITY OF STUDY

SKYLINE COLLEGE ☐ 3300 COLLEGE DRIVE ☐ SAN BRUNO, CALIFORNIA 94066 ☐ PHONE 415 355-7000

OFFICE OF THE PRESIDENT

25 January 1984

Professor Bernice K. Lawry
Business Division
Skyline College

Dear Bernice:

I enjoyed discussing with you your proposed research project, "Development of a Career Infusion Model for the Word Processing Curriculum: A Systematic Approach." I fully support your work in this area and believe that the project is of vital importance both to Skyline College and to those other institutions who offer a word processing curriculum.

I look forward to working with you on your project.

Sincerely yours,

Donald J. MacIntyre
President

DJM/b

SKYLINE COLLEGE □ 3300 COLLEGE DRIVE □ SAN BRUNO, CALIFORNIA 94066 □ PHONE 415 355-7000

Dean of Student Services

January 24, 1984

To Whom It May Concern:

Bernice Lawry's Applied Research Project, "Development of a Career Infusion Model for the Word Processing Curriculum: A Systematic Approach", is a project which I have reviewed with her, and we are not only very interested in the results of her study, but we are also interested in participating in it.

Bernice's interest in this research is another illustration of the kind of valued staff member she is, and we are certainly most happy to assist her in this study.

Yours very truly,

H. L. Bradley
Dean of Students

HLB:b

SKYLINE COLLEGE □ 3300 COLLEGE DRIVE □ SAN BRUNO, CALIFORNIA 94066 □ PHONE 415 355-7000

December 14, 1983

Mrs. Bernice Lawry, Instructor
Secretarial Department
Business Division
Skyline College
3300 College Drive
San Bruno, CA 94066

Dear Bernice,

Your Major Applied Research Project, Development of a Career Infusion Model for the Word Processing Curriculum: A Systematic Approach, will be very beneficial to the Business Division. Career infusion activities will be of benefit to those students who are enrolled in the word processing program. The process used to infuse career activities for the word processing program could eventually serve as a model for other departments who offer career training in the Business Division.

Best regards for the completion of your project. If I can be of assistance, please let me know.

Yours very truly,

Hal Hartzell

Hal Hartzell, Director
Business Division

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SKYLINE COLLEGE □ 3300 COLLEGE DRIVE □ SAN BRUNO, CALIFORNIA 94066 □ PHONE 415 355-7000

December 14, 1983

Mrs. Bernice Lawry, Instructor
Secretarial Department
Business Division
Skyline College
3300 College Drive
San Bruno, CA 94066

Dear Bernice,

Your Major Applied Research Project, Development of a Career Infusion Model for the Word Processing Curriculum: A Systematic Approach, is both exciting and timely for the Secretarial Department. At the present time, there is no systematic plan for infusing career information in the courses tauyht in the word processing program. Many of the students majoring in word processing are not aware of career opportunities in the automated office. Some of the students have simply "heard that one can get a good job if one knows word processing."

Career infusion activities would be very helpful to both traditional college students and the nontraditional college students. Both groups of students can benefit from career infusion activities, especially in the areas of identifying job competencies for the automated office, learning career paths for a high-tech society, and developing life-long learning skills.

The results of the research project you have chosen will be an asset to the students and the instructors in the word processing program here at Skyline. Best regards for the completion of your project. If I can be of assistance, please let me know.

Yours very truly,

J. Grace Heringer, Chairperson
Secretarial Department

gh

APPENDIX C

LETTERS FOR EXTERNAL VALIDITY OF STUDY

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752
(916) 445-0486

December 16, 1983

Bernice K. Lawry
Instructor/Counselor
Business Division
Skyline College
3300 College Drive
San Bruno, CA 94066

Dear Bernice:

I was very interested to learn of your plans to develop a career infusion model for the word processing curriculum. As you know, career infusion has been a key element of the career education movement as developed by Kenneth Hoyt and others. It has also been identified as a priority at the state level for special vocational education projects.

Several projects have been successful in developing increased community college resources and interest in career infusion. However, much remains to be done in respect to better serving the career planning needs of students through classroom instruction. It is equally important for career infusion to serve as a vehicle for enhancing the interchange between community college counselors and instructors as related to career counseling.

I would appreciate hearing of your progress on your research project due to its potential value for helping to define our future VEA special projects and resources. Please feel free to contact me if I can be of assistance.

Yours truly,

James R. Hirschinger, Ed.D.
Specialist, Vocational Guidance and Counseling

Eastern Michigan University

Ypsilanti, Michigan 48197

November 16, 1983

Ms. Bernice Lawry, Chairman
Secretarial Department
Skyline College
3300 College Drive
San Bruno, California 94066

SUPPORT FOR DISSERTATION PROPOSAL

It was a pleasure meeting you at our recent DPE National Council meeting. The meeting was, as usual, a fine professional experience. Certainly the future course of Delta Pi Epsilon has been shaped in historic fashion.

The proposal for research in career education which you shared with me is an exciting one, and I hope that you can pursue it. The need for integrating or infusing career education into an entire curriculum is one that should be met at all levels of education, especially at the post-high school level. At this point in time, I do not know of anyone who has undertaken a study of the magnitude and significance of the one that you propose. If there is any way that I can be of assistance to you as you proceed, I will be happy to do what I can.

The model for career education in higher education which I worked on as part of my assignment at the University of Wisconsin-Madison and also as part of my involvement with the University of Maine at Orono was not in my file. A person you may want to contact with reference to background material for your study is Dr. Ryan at the University of Maine at Orono--he was doing some implementation work with career education at the university level.

Dr. Ken Hoyt's current address is Embry Riddle Aeronautical University, Executive Offices, Star Route Box 540, Bunnell, Florida 32010. I know that Ken Hoyt will be very much interested in what you are proposing to do.

Best wishes to you.

Robert A. Ristau, Professor
Department of Business and
Industrial Education

College of Technology
Department of Industrial Education
(313) 487-4330

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY
Executive Offices
Star Route Box 540
Bunnell, Florida 32010
(904) 673-3180

December 22, 1983

Ms. Bernice K. Lawry
Instructor/Counselor, Business Division
Skyline College
3300 College Drive
San Bruno, CA 94066

Dear Ms. Lawry:

Thank you for your letter of November 28, 1983. Please forgive my slowness in response. An extremely busy schedule here has caused me to fall way behind in my correspondence.

Yes, I think the topic you had chosen is one that could be very defensible as a doctoral dissertation. The concept of infusion is just as valid at the postsecondary level as it is at the K-12 level of education - in spite of the fact that it has not been applied nearly so widely at the postsecondary level. Career education efforts, to date, at the postsecondary level have concentrated much more on the "separate course" approach than they have on the "infusion" approach to implementing career education. I consider that to be unfortunate.

In terms of possible resources for you to consider, I think your best bet would be to contact Dr. Carol Aslanian, who has agreed to serve as National Chairperson for our new national mini-network on "Career Ed at the Postsecondary/Adult Level." Of the first 430 persons who responded to the questionnaire sent to all members of the National Career Education Leaders' Communication Network this fall, a total of 52 indicated that they had some materials describing best practices at the postsecondary level. Carol is making contact with those persons now and trying to compile what they have. I think this is the richest possible single source for you to consider. I will ask my secretary to include Carol's complete mailing address at the bottom of this letter. I would certainly make contact with her.

Another very good possibility would be to contact Mr. Richard Wilson, who is now at the Red Rocks Community College in Denver, Colorado. I'll also ask my secretary to put Dick's complete address at the bottom of this letter. Dick was, as you may know, Vice President for AACJC and director of several career education projects having to do with career education in the community college. I think he would be an excellent person for you to contact.

In my opinion, the task of building a set of "infusion" career examples at the postsecondary level ought to be easier than at the K-12 level. That is, you have available to you the possibility of using follow-up data from graduates in your own program who have left and are now engaged in careers directly related to the training program. I should think the follow-up studies using data from postgraduates would be the ideal way of getting a "careers" emphasis infused into your current curriculum. Have you considered this?

If I can be of further help to you, please don't hesitate to let me know.

Sincerely,

Kenneth B. Hoyt, Ph.D.
Distinguished Visiting Scholar

KBH:gb

Dr. Carol Aslanian
The College Board
888 Seventh Avenue
New York, NY 10106

Mr. Richard Wilson, Vice Pres.
Community College of Denver
Red Rocks Campus
12600 West 6th Avenue
Golden, CO 80401

APPENDIX D

COURSES OF STUDY FOR THE SECRETARIAL COURSES IN THE WORD PROCESSING PROGRAM AT SKYLINE COLLEGE

Course Outline

Sec. 110 - Typing
Advanced Level
(1-3 units)

Instructor:
Office:
Telephone #:
Office Hours:

Prerequisites: 50 net wpm or completion of the intermediate level of Sec. 110

Class Meets:

Lab Requirements: Two hours per week.

Attendance: Roll call for class meetings--attendance required!
Time card for lab and additional hours.

Text: Advanced Typing Syllabus
TYPING FOR ACCURACY, Seventh ed., Julius Nelson
HOW 3: A HANDBOOK FOR OFFICE WORKERS

Supplies: Typing paper, eraser, onionskin, carbon paper, C-60' blank cassette (TDK, Maxell, or Communicator Series)

Course Objectives:

1. To develop a minimum typing speed of 60 nwpm and to develop typing skills to meet the demands of employment.
2. To improve language and proofreading skills.
3. To develop decision-making skills necessary for office employment.
4. To develop the employable skill of producing business documents accurately and quickly.
5. To develop a cooperative attitude in establishing responsible work habits, in carefully using and caring for equipment, and in sharing responsibility for proper management of learning time.

Class Format:

Class time will be divided between production typing and skill building activities. Students must schedule lab time to complete required lessons.

Grading Scales: See the standard sheets that are included in the syllabus.

Examinations: See the standard sheets that are included in the syllabus.

12/83 wpc

Course Outline

Sec. 300
Word Processing--Machine Transcription
1½ units

Instructor:
Office:
Telephone #:
Office Hours:

Prerequisites: Typing: Completion of Sec. 110 or equivalent and 50 net wpm.
English: Completion of Sec. 400 or Eng. 160.
Inventory tests given on first class meeting for typing and English competency.
Sec. 315: Concurrent enrollment for Word Processing Majors

Class Meets:

Lab Requirements: Two hours per week are required. Use monthly time cards. Compute the total number of hours on the last school day of each month and give the time card to your instructor.

Attendance: Attendance required during scheduled class time--roll taken.

Text: Word Processing--Machine Transcription, Heringer, Lawry, Kruse, Glencoe Publishing Co.
Skill Building Package for Machine Transcription (Syllabus), Skyline College.
How 3: A Handbook for Office Workers, Clark & Clark, Wadsworth Publishing Co.

Supplies: Typing Paper, Folder with two bottom pockets for submitting papers (for grading), Typing eraser (or other typing correction method), C-60 Cassette tape for 1' and 5' timed writing (Media Center approved tapes from Skyline Bookstore)

Course Goal: The development of a marketable skill in the art of machine transcription and correspondence procedures used in word processing centers and offices and the partial fulfillment of the prerequisites for Sec. 305 Word Processing--Magnetic Keyboards.

Performance Objectives:

Upon completion of the course the student will be able to demonstrate the following:

1. Given three average-length letters dictated on cassette tape, the student will be able to transcribe on the first draft all the letters in mailable form at the minimum rate of 15 production transcription wpm.

2. Given 20 sentences containing sound-alike words dictated on cassette tape, the student will be able to transcribe a minimum of 16 sentences correctly.

3. Given 50 sentences, the student will be able to identify errors using proofreader's marks and make corrections in spelling, punctuation, capitalization, numbers, grammar, abbreviations, and word usage.

4. Given 33 multiple choice questions about the field of word processing and the skill of machine transcribing, the student will be able to select a minimum of 26 correct responses.

5. Given two 5-minute timed writings, the student will be able to type at a minimum rate of 55 net wpm.

6. The student will be able to list his/her own strengths/weaknesses, likes/dislikes, self-management skills, transferable skills, and be able to write a short paragraph analyzing his/her skills to the requirements of the jobs in word processing.

Class Format: Lecture, demonstration, class discussion, guest speakers, transcription lab activities.

NOTE: This course does not include instructions on the magnetic keyboards in the Word Processing Center. Should you complete Sec. 300 before the end of the eight weeks, you may enroll in Sec. 305, Word Processing--Magnetic Keyboards.

Examinations: A final examination will be given to measure skills and knowledge set forth in the performance objectives.

Final Grading

Chapter Assignments	60%
Transcription Rate	10%
Typing Rate	10%
Final Exam	20%

COURSE OUTLINE

Sec. 305 - Word Processing--Magnetic Keyboards
1-9 units

Instructor:
Office:
Telephone #:
Office Hours:

Prerequisites: Sec. 300 or a grade of "C" on the final examination for Sec. 300

Class Meets:

Lab Requirements: Four hours or more per week by arrangement

Attendance: Roll call for class meetings--attendance required. Time cards will be used for lab hours in the WPC. Obtain a time card from the instructional aide at the beginning of each month. Compute the total hours (including extra lab hours) at the end of the month and submit the card to the instructional aide.

If you are absent, please call the Center (355-7000, X246) and let the instructional aide know that you will not be present. She will arrange a time for you to make up the assignments you missed. You may wish to spend more than four hours per week in the Center; however, you must not use someone's assigned time.

Text: Will vary depending on your machine assignment. Wait until you are assigned a machine before purchasing your text.

This course may be repeated once for credit. You may choose from one to nine instructional units during a two-semester period.

Class Lecture - 1 unit
Text: Word Processing Applications by Joyce Arnston

Document Preparations - 2 units
Text: Word Processing Applications by Joyce Arnston

Electronic 75 Typewriter - 1 unit
Text: IBM Electronic Typewriter--Student Training Guide

Displaywriter (Basic) - 1 unit
Text: Heringer, STUDY GUIDES FOR BOOK NO. 1

Displaywriter - 1 unit
Text: Heringer, STUDY GUIDES FOR BOOK NO. 2

Displaywriter - Textpack No. 3 - 1 unit
Text: Heringer, STUDY GUIDES FOR WORKSTATION NO. 1

Mag Card II (Basic) - 1 unit
Text: Flanigan, AUTOMATIC TYPEWRITERS: IBM MAG CARD II TYPEWRITER
Lawry, Student Guide for Mag Card II

Mag Card II (Advanced) - 1 unit
Text: same as for the basic unit

Legal Word Processing - 1 unit
Text: Morton, LEGAL SECRETARY
Lawry, Student Guide for Mag Card II (third unit)

Supplies: typing paper, one IBM diskette, and a folder with pockets for projects to be graded.

Course Objectives:

1. You will learn to operate the IBM Electronic 75 typewriter and/or the IBM Mag Card II and/or the IBM Displaywriter.
2. You will learn to operate the Dictaphone telephone dictating/transcription input system.
3. You will learn that a vital part of your training is asking questions and working as a member of "the" team.

Class Format:

A. Class Meetings: Lecture, demonstrations, and discussions

B. Lab hours in the WPC: Complete the study guides as directed. The study guides are designed to be self-teaching devices. An instructional aide is on duty in the Center to help you with your questions. Be sure to let the aide or your instructor know if you are having problems with the self-teaching process.

Grading Scale:

With Lecture		Without Lecture	
Study Guides	- 40%	Study Guides	- 60%
Lecture/Assignment	- 40%	Exams	- 40%
Exams	- 20%		

The grade is assigned by averaging the grades from the projects, class (lecture) assignments, tests, and examinations. When you complete the course, you will be given a certificate of proficiency. The major objective of the course is to teach you to use magnetic media for recording keyboard strokes and not to teach you to use a specific piece of equipment. If you can operate a keyboard with magnetic media here at Skyline, you can transfer that skill to other brands at the job site.

Examinations:

There is no midterm examination. Examinations are included in the study guides. The score from these examinations will be averaged for your mid-term grade. The final examination consists of two parts:

A. a production final to test your ability to use the equipment. This exam may be taken upon completing all study guides.
B. a theory final which is given on the scheduled date to be announced.

4/84 wpc

COURSE OUTLINE

Sec. 315 - Word Processing Concepts
3 units

Instructor:
Office:
Telephone #:
Office Hours:

Prerequisites: None

Class Meets:

Lab Requirements: None

Attendance: Roll Call--attendance required

Text: WORD PROCESSING CONCEPTS by Joyce Arnston

Course Objectives:

1. To provide the student with a general background in the concepts of word processing.
2. To acquaint the student with the skills necessary for employment in a word processing center.
3. To acquaint the student with the terminology, equipment, stationery, supplies, manuals, etc., that are used in word processing centers.
4. To acquaint the student with dictation and transcribing procedures used in a word processing center.
5. To acquaint the student with the various aspects and careers associated with a management information system used in the automated office.
6. To acquaint the student with the careers, duties, and titles for the office worker of the future.

Class Format:

Lecture, discussions, homework assignments, guest speakers, and slide/tape programs about word processing.

Grading:

Your grade will be based on quizzes from the chapters of the textbook, papers that you write, completed assignments, and evaluation report of the Skyline WPC.

Grading Scale:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D

Examination:

The midterm examination will be given the eighth week of instruction.
The final examination will be given on the scheduled date for this class.

12/83 wpc

COURSE OUTLINE

Sec. 318 - Word Processing Internship
1-7 units

Instructor:
Office:
Telephone #:
Office Hours:

Prerequisites: Sec. 300 and Sec. 305

Class Meets: We will have staff meetings once a week for eight weeks on the day scheduled for the class.

Lab Requirements: See the required lab hours per unit of instructions on page 2.

Attendance: You will be issued a monthly time card in the WPC. Obtain the card from the instructional aide at the beginning of each month. Compute the total number of hours at the end of the month and submit the time card to the instructional aide. If you plan to be absent, please call the WPC (355-7000, X246) and let the student manager and/or the instructional aide know you will not be in for the day. This will allow the production work to be assigned to someone else.

Text: THE WORD PROCESSING CENTER MANAGEMENT HANDBOOK FOR STUDENTS

Course Objectives:

1. To develop production skills for use in the WPC.
2. To learn to record, revise, and print mailable documents for the administrative, instructional, and classified staffs at Skyline.
3. To develop administrative skills used in managing a center.
4. To gain confidence as an operator of magnetic media equipment and the Dictaphone Thought Tank transcription/dictation system.
5. To learn supervisory skills by supervising students enrolled in Sec. 305. You will serve as a tutor as needed in the center. You will be asked to help students who are learning the equipment that you have learned to operate.
6. To develop good customer (originators to the WPC) relationships by greeting originators, students, and visitors. You will also be asked to answer the telephone in the WPC.
7. You will help with the mail delivery and pickup from offices and the WPC.
8. You will increase your proofreading skills.

Class Format:

During your internship, you will be in charge of production for the administrative, instructional, and classified staffs here at Skyline. Every telephone on campus is a dictating device for correspondence from originators. Some work orders will be delivered to the Center. As an intern, you are an employee (unpaid, credit earned instead) in the Center. Team work is very vital to the success of your internship program. The major objective of the course is to provide a simulated work setting for continued learning before you enter the job market. You should become proficient as an employee in a WPC by learning the following:

1. how to transcribe correspondence into mailable form
2. how to revise a stored document
3. how to store documents on magnetic media
4. how to keep log records for a WPC
5. how to print final copies
6. how to establish work priorities and schedules
7. how to work with others efficiently
8. how to proofread printed documents for grammar and punctuation errors as well as typographical errors
9. how to recruit and train word originators
10. how to retrieve stored media for printing

Grading:

Your grade of credit/no credit will be based on self-evaluations, instructor/instructional aide evaluations, total number of learning experiences completed, log sheets completed, and assigned reading assignments.* If you complete all the assignments and work the required hours, you will earn credit.

The course is a variable unit course (1-7 units). The course may be repeated once for credit. The unit value is:

25 hours = 1 unit
50 hours = 2 units
75 hours = 3 units

Examinations: None

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*Reading Assignments: You are required to read two current articles about word/data/information processing for each unit of credit earned. There are magazines in the WPC and the Skyline Library. You may use any other available resources regarding the automated office. After reading the articles, write a one-page summary. Type the summary and submit for grading. Be sure to include the name of the magazine, book, newspaper, etc., and the date the article was published.

12/83 wpc

COURSE OUTLINE

Sec. 320 - Copy Processing
one unit

Instructor:
Office:
Telephone #:
Office Hours:

Prerequisites: Sec. 110 or equivalent

Class Meets:

Lab Requirements: one hour per week is required

Attendance: Roll call--attendance required for the lecture
Lab hours: Obtain a time card from the instructor; write your name and course number on the card; keep track of all lab hours during the month; at the end of the month, compute the total of all lab hours and submit the card to your instructor and obtain a new card for the month.

Text: MODERN GRAPHIC ARTS PASTEUP--The Workshop Approach to the Graphic Arts by Gerald A. Silver, American Technical Publishers, Inc., Chicago.

Course Objectives:

1. To provide the student and the office worker with a general background and specific instruction in making camera-ready pasteup copies for printing.

2. To develop the skill of using art-transfer letters for pasteups.

3. To develop the skill of using the basic tools for pasteups: T-square, ruler, rubber cement, graphics, triangle, masking tape, nonreproducing pencil, x-acto knife, and Snopake.

4. To develop a background in the type of paper supplies and equipment used in the printing industry.

Class Format:

Lecture, demonstrations, projects, and individualized laboratory practice.

Grading:

Your grade will be based on the quizzes from the chapters in the textbook and completed laboratory projects. Grading Scale: 95+ = A; 85-94 = B; 74-84 = C; 63-73 = D. All projects are graded for neatness, layout and design, and pasteup techniques used. Laboratory Projects = 80%; quizzes and examination = 20%.

Examination:

Chapter quizzes and final examination. The final examination will be given on the scheduled date for this class.

3/84 wpc

Course Outline

Sec. 400 (1-3 units)
Business English

Instructor:
Office:
Telephone #:
Office Hours:

Prerequisites: None

Class Meets:

Attendance: Roll call for each class meeting--attendance is required.

Text: ENGLISH FOR CAREERS by Lelia R. Smith, 2nd Edition
Student Guide for the textbook
WEBSTER'S NEW COLLEGIATE DICTIONARY
Scan-Tron answer sheets

Recommended: HOW 3: A HANDBOOK FOR OFFICE WORKERS
by Clark
A three-ring binder

Supplies: One blue/black pen and one red pen for corrections, binder paper with lines

Course Objectives:

To review the fundamentals of English--grammar, punctuation, spelling, vocabulary building, and the use of the dictionary.

Class Format:

The text is divided into fourteen sections of study. Each section of the text will be explained in class. After the explanations, students complete study guides, replays, special assignments, and supplementary exercises as assigned. At the completion of each section, the student takes a practice quiz and a real quiz.

Since the course is a self-paced, individualized course, a student may earn one, two, or three units during the semester. Therefore, the fourteen sections are further divided into three units of instructions, and a unit examination is given at the completion of each of these units. In addition, a final examination will be given to all students who complete three units during the semester.

Grading Policy:

Attendance & Class Contribution	10%
Real Quizzes (14)	30%
*Special Assignments and Supplementary Exercises	30%
Unit Exams (3) & Final	30%

Grading Scale for Tests

96-100	A	72-75	C-
92-95	A-	68-71	D+
88-91	B	64-67	D
84-87	B-	60-63	D-
80-83	C+	0-59	F
76-79	C		

*All special assignments and supplementary exercises will be graded for content as well as correct writing styles, punctuation, spelling, and organization.

12/83 wpc

Course Outline

Sec. 401 - Business Communications
3 units

Instructor:
Office:
Telephone #:
Office Hours:

Prerequisites: Sec. 400 or English 160

Class Meets:

Lab Requirements: None

Attendance: Roll call--attendance required.

Text: BUSINESS COMMUNICATION: GETTING RESULTS by Trimm and Jones, Prentice-Hall
Reference: HOW 3: A HANDBOOK FOR OFFICE WORKERS by Clark & Clark

Course Objectives:

1. To instruct students in the basic principles of writing on-the-job documents--business letters, memos, and reports.
2. To develop proficiency in outlining business documents for dictation.
3. To develop writing skills for business through practical experience.
4. To acquaint the student with various oral communications methods.

Class Format:

Lecture, group projects, reading assignments, and written projects.

Grading:

Your grade will be based on the quizzes from the chapters in the textbook and completed written assignments and projects. Grading Scale: 95+ = A; 85-94 = B; 74-84 = C; 63-73 = D. All written assignments are graded for neatness, completeness, intent of messages, delivery of message, and the proper use of English mechanics for writing.

Examinations:

Chapter quizzes, midterm, and final examinations.

12/83 wpc

Course Outline

Sec. 412
Filing and Records Management
1 Unit

Instructor:
Office:
Telephone #:
Office Hours:

Prerequisites: None

Class Meets:

Lab Requirements: at least two hours per week

Attendance: Roll call will be taken each class meeting. Lab time should be recorded on time cards.

Text: Gregg Quick Filing Practice, Second Edition, Gregg Division
Sec. 412 Filing Syllabus, Bernice K. Lawry

Supplies: Pen or pencil and eraser
Typewriter (optional)

Course Objectives:

To develop a knowledge of the basic indexing rules of filing.

To develop knowledge and skill in coding, placement in folder, retrieval, and storage, or destruction of records.

To provide general filing information for personal use and/or one person office use.

To provide knowledge of records management concepts.

To explore job opportunities for records management field.

Class Format:

This class meets once a week for eight weeks. The records management aspect of the course will be the basis for discussion and class activity. Students are responsible for completing the special assignment material during lab hours and outside of class.

Evaluation:

Quizzes	25%
Final Examination	25%
Exercises	25%
Special Assignments	25%

12/83 wpc

APPENDIX E

OPINIONNAIRE FOR WORD PROCESSING GRADUATES, WORD PROCESSING ADVISORY COMMITTEE, WORD PROCESSING INSTRUCTORS, AND COUNSELORS; COVER LETTER

BEST COPY AVAILABLE

OPINIONNAIRE

PURPOSE: To identify the career planning skills you feel should be learned by students enrolled in word processing courses at Skyline College. Steps in career planning include self-awareness, self-assessment, career exploration, decision making, career preparation, and job-seeking skills. Career planning skills will be woven into the existing curriculum and will not change the major teaching objectives for the courses.

Please indicate your opinion on the importance of each of the following:

	Very Important	Important	Somewhat Important	Not Important	No Opinion
A. Self-Awareness and Self-Assessment					
Students should be able to identify their:					
1. personal values (what's important to them)					
2. work or job skills					
3. transferable skills (aptitudes, such as working with figures, people skills, organized)					
4. self-management skills (e.g., dependable, resourceful, punctual)					
5. interests					
6. strengths and weaknesses					
7. likes and dislikes					
8. work values (what's important on the job)					
B. Career Exploration					
Students should understand the importance of choosing:					
9. a geographical area for work					
10. a desirable work environment					
11. a level of responsibility and salary					
12. a company compatible with one's personality					
13. a position that leads to advancement					
14. work from a number of related occupations					
15. the size of the organization or company					
C. Decision Making					
Students should be able to make decisions:					
16. through an analytical process					
17. involving lifestyle, family, money, and health					
18. about individual short-, medium-, and long-range goals					
19. based on future trends					
20. based on changes in technology and careers					
D. Job-Seeking Skills					
Students should learn how to:					
21. conduct research for specific job information					
22. untap the "hidden job market" (beyond want ads and employment agencies)					
23. accurately complete a job application					
24. prepare a cover letter and resume					
25. prepare for job interviews					
26. conduct job follow-up activities to ensure a job					

E. Please suggest other career planning concepts or skills you feel are important to include in the word processing program.

_____

_____

F. Comments: _____

G. Name of your organization _____

H. Your job title _____

Cover Letter to Skyline College
Word Processing Advisory
Committee Members

SKYLINE COLLEGE □ 3300 COLLEGE DRIVE □ SAN BRUNO, CALIFORNIA 94066 □ PHONE 415 355-7000

April 23, 1984

Dear :

The enclosed opinionnaire is part of our career education effort to provide our students with employability/adaptability/promotability skills. Career education is a concept that includes a wide range of skills:

-learning basic academic skills (math and written/oral communications)
-practicing good work habits
-developing a personally meaningful set of work values
-self-understanding
-understanding educational and occupational opportunities
-making career decisions
-seeking/finding/getting/holding a job
-making productive use of leisure time
-overcoming bias and stereotyping
-gaining a basic understanding of American private enterprise
-humanizing the workplace for oneself

In a needs survey conducted in the fall semester, 1983, 95 percent of all the Skyline word processing students indicated that we should provide assistance in career planning. However, we do not have a career center to provide the kind of assistance needed by students. We are, therefore, attempting to infuse or integrate some of the career planning skills into existing courses in the word processing program without making major changes in the course objectives. This effort will result in a model that we can use for other programs.

To do this, we need your assistance. As a member of the Skyline College Word Processing Advisory Committee, we feel that you are best qualified to identify the important career planning skills we should include in our program. The word processing instructors and counselors who advise word processing students can use the information to develop teaching strategies to include the important career planning skills in the word processing courses.

Your time is valuable, but we are asking you to spend about seven minutes (the average time it took a test group to complete the form) to help us improve the quality of our word processing program. Your opinions will be kept confidential. It will be appreciated if you will complete the opinionnaire prior to May 7 and return it in the stamped, self-addressed envelope enclosed. The results of the survey will be presented at the next advisory committee meeting. Thank you for your assistance.

Sincerely,

Bernice K. Lawry
Instructor/Counselor, Business Division

Enclosures

Cover Letter to Word Processing Graduates

SKYLINE COLLEGE □ 3300 COLLEGE DRIVE □ SAN BRUNO, CALIFORNIA 94066 □ PHONE 415 355-7000

April 23, 1984

Dear Alumnus:

The enclosed opinionnaire is part of our career education effort to provide our students with employability/adaptability/promotability skills. Career education is a concept that includes a wide range of skills:

-learning basic academic skills (math and written/oral communications)
-practicing good work habits
-developing a personally meaningful set of work values
-self-understanding
-understanding educational and occupational opportunities
-making career decisions
-seeking/finding/getting/holding a job
-making productive use of leisure time
-overcoming bias and stereotyping
-gaining a basic understanding of American private enterprise
-humanizing the workplace for oneself

In a needs survey conducted during the fall semester, 1983, 95 percent of all students in the Skyline word processing program indicated that we should provide assistance in career planning. The word processing instructors and counselors who advise word processing students can develop classroom activities integrating some of the career planning skills listed on the enclosed form into the existing program.

To do this, we need your assistance. As a former student, we feel that you are best qualified to identify the important career planning skills we should include in our program. Your experience at Skyline and in the job market gives you special insights that will help us with our curriculum development. Will you please indicate <u>your opinions</u> on the importance of the career planning skills listed on the opinionnaire. Your opinions will be kept strictly confidential.

Your time is valuable, but we are asking you to spend about seven minutes (the average time it took a test group to complete the form) to help us improve the quality of our word processing program. It will be appreciated if you will complete the opinionnaire prior to May 7 and return it in the stamped, self-addressed envelope enclosed. Thank you for your valuable assistance.

Sincerely,

Bernice K. Lawry
Instructor/Counselor, Business Division

Enclosures

Cover Memorandum to Instructors and Counselors

TO:

FROM: Bernice Lawry

DATE: May 15, 1984

SUBJECT: Career Planning Opinionnaire

In the needs survey in which you participated last semester, over 95 percent of the word processing students, instructors, and counselors indicated that career planning assistance is needed by students at Skyline. Career education is a concept that includes a wide range of skills:

-learning basic academic skills (math and written/oral communications)
-practicing good work habits
-developing a personally meaningful set of work values
-understanding oneself
-understanding educational and occupational opportunities
-making career decisions
-seeking/finding/getting/holding a job
-making productive use of leisure time
-overcoming bias and stereotyping
-gaining a basic understanding of American private enterprise
-humanizing the workplace for oneself

One way to provide students with career planning skills is to integrate those concepts into existing courses without changing the major objectives of those courses. In order to do this, the important career planning concepts or skills must first be identified. I need your help for this. Will you please indicate your opinion as to the importance of the career planning skills listed on the attached opinionnaire. Your opinions will be kept strictly confidential.

This instrument is being completed by the Word Processing Advisory Committee members, former word processing students, word processing instructors, and counselors. I feel that the opinions from all of these people should give us a pretty good indication of what career planning assistance we should provide Skyline students.

Your time is valuable, I know, but I am asking you to spend about seven minutes (the average time it took a test group to complete the form) to help us improve the quality of our word processing program. It will be appreciated if you will complete the opinionnaire prior to May 7 and return it to me. I will be happy to share the results of this survey with you.

Attached

APPENDIX F

SKYLINE COLLEGE WORD PROCESSING ADVISORY COMMITTEE

SKYLINE COLLEGE
SECRETARIAL/CLERICAL DEPARTMENT
ADVISORY COMMITTEE
1983-1984

Mr. Paul H. Brown
Word Processing Specialist
Sumitomo Bank of California
365 California Street
San Francisco, CA 94104
(415) 445-3841

Ms. Leslie Cabot, Director
Medical Records
Peninsula Hospital
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Mr. John Herrell, Manager
Data Processing Department
Guy F. Atkinson
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So. San Francisco, CA 94080
(415) 876-1000

Ms. Caroline Hsu, Production Manager
Specialized Services
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Ms. Pat Kent, Legal Secretary
Donald Del Grande, Esq.
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Ms. Mary Parker, Owner
In-Home Word Processing Business
(Student Representative)
181 Lake Drive
San Bruno, CA 94066
(415) 7607

Mr. Michael D. Smith
Account Representative
CPT Corporation
170 Maiden Lane, 4th Floor
San Francisco, CA 94108
(415) 788-3399

Ms. Gayle Shamblee
Consultant and Office Manager
Secretaries of California
1970 Broadway
Oakland, CA 94612
(415) 835-0541

Ms. Deanna Stulgaitis
(Student Representative)
1817 Ashton Avenue
Burlingame, CA 94010
(415) 697-9278

Ex-Officio Members:
Don MacIntyre, President
Judy Watkins, Acting Dean of Instruction
Harold Hartzell, Director, Business Div.

Secretarial Department:
Grace Heringer, Chairperson
Bernice Lawry, Instructor/Counselor
Babe Herrero, Instructor/Counselor
Linda Avelar, Instructor
Linda Hayes, Instructor
Jennifer Perry, Instructional Aide
Susan Relmke, Instructional Aide

Telecommunications:
Salvador Palma, Director

APPENDIX G

SKYLINE COLLEGE WORD PROCESSING PROGRAM

SKYLINE COLLEGE

ASSOCIATE IN ARTS DEGREE
WORD PROCESSING

Semester 1	Units	Semester 2	Units
Sec. 300 - WP: Mach.Trans.	1½	Sec. 305 - WP: Magnetic Keyboards	3
Sec. 315 - WP Concepts	3	Sec. 320 - Copy Processing	1
Sec. 400 - Bus. English	3	Sec. 412 - Filing/Records Mgt	1
Sec. 110 - Typing	3	Bus. 115 - Bus. Math	3
Eng. 100 or 160	3	Bus. 101 - Human Relations	3
P.E.	1½	Hist.310 - Calif.History	3
	15	P.E.	1½
			15½

Semester 3	Units	Semester 4	Units
Sec. 305 - WP: Mag.Keybds.	3	Sec. 318 - WP: Internship	3
Math.110 - Elem.Algebra	5	Sec. 401 - Bus. Communications	3
Spch.120 - Interper.Comm.	3	D.P. 110 - Intro.to DP	3
Amer.Hist/Institutions	3	Natural Science	3
	14	Humanities	3
		Actg.100 - Actg.Procedures	1
			16

WORD PROCESSING CERTIFICATE PROGRAM

	Units
Sec. 110 - Typing, Advanced	1-3
Sec. 300 - WP: Mach.Transcription	1½-3
Sec. 305 - WP: Mag.Keyboards	1-9
Sec. 315 - WP: Concepts	3
Sec. 318 - WP: Internship	1-7
Sec. 320 - Copy Processing	1
Sec. 400 - Business English	3
Sec. 401 - Business Communications	3
Sec. 412 - Filing	1
Bus. 101 - Human Relations	3
Elective	3
	21.5-39 Units

APPENDIX H

CAREER INFUSION ACTIVITIES

ACTIVITY TITLE: "Career Planning--Self-Awareness"

COURSE NO. & TITLE: SEC. 110 Typing

CAREER-RELATED NEED:

Students need to become more aware of themselves in order to make better career choices.

INSTRUCTIONAL OBJECTIVE:

To help students do a self-appraisal of interests and abilities, and relate such an assessment to motivation, training opportunities, and occupational areas.

INFUSION ACTIVITY:

The "Career Planning--Self-Awareness" exercise will help students to become more aware of their own interests, abilities, and motivation. Prior to completing the exercise, discuss the importance of knowing more about oneself in making decisions about careers. Too often students look through the want ads to decide what work they wish to do and then try to fit that work rather than to know what abilities, interests, and motivations they possess and then seek work that matches them.

Some students may wish to take some standardized tests and inventories to aid in confirming their self-appraisals.

STRATEGY FOR EVALUATION:

Lead a class discussion on the values of conducting self-appraisals. Students may wish to become more involved with self-awareness exercises. This exercise may be tied into the "Career Timed Writings."

RESOURCES NEEDED:

Duplicated copies of "Career Planning--Self-Awareness"

BEST COPY AVAILABLE

3. Do you try to help someone else if you can?
4. Do you treat your classmates with courtesy and respect?
5. Are you courteous and respectful to your teacher?
6. Do you get along with all types of people?
7. Are you a person who cultivates friendships?
8. Are you loyal to your friends?
9. Are you loyal to your school?
10. Do you keep confidences?
11. Are you courteous and respectful to your parents?

Scoring

Yes—2 points
Not sure—1 point
No—0 points

If your score is

120-128—What's your secret?
108-119—You're doing well.
97-107—Are you willing to be just average?
Below 96—You'd better do something to improve!

"A Person Is What He Does for a Living"

To make the students more aware of where they stand on the question of the centrality of work in life, set up a debate on the following resolution: Resolved: "A person is what he does for a living."

A negative and affirmative side should be chosen for the debate before the resolution is assigned. If all the students are not included in the debate, have them record what they feel are valid points made by each side. At the end of the debate, have them review the points made by both the affirmative and the negative and thereby select the winner.

Self-Awareness in Career Planning

GOAL: Self-Awareness

ACTIVITY: "Career Planning"

PURPOSE: To help students do a self-appraisal of interests and abilities, and relate such an assessment to motivation, training opportunities, and occupational areas.

SETTING: 11th or 12th grade students can do this activity in a classroom or individual setting.

PREPARATION: Some definite commitment to career planning will need to be established before students will participate meaningfully in this activity.

FOLLOW-UP: Some students may wish to take some standardized tests and inventories to aid in confirming their self-appraisals.

Career Planning

Planning for the future is hard work, but also very important. Planning can help us be more in control of our lives. This activity is designed to take you through the planning process in the most efficient way possible.

Step I—Defining Your Interests

Below are listed 10 statements relating to kinds of work situations. Choose the three that you would prefer to spend most of your work day doing.

A. ___ Work situations involving activities dealing with things and objects.
B. ___ Work situations involving business contact with people.
C. ___ Work situations involving activities which are routine, practical, and well organized.
D. ___ Work situations involving working for people for their benefit, as in the social welfare sense, or for dealing with people in social situations.
E. ___ Work situations involving activities resulting in your receiving prestige or the esteem of others.
F. ___ Work situations involving activities concerning people and communication of ideas.
G. ___ Work situations involving activities where scientific and technical knowledge and techniques are used.
H. ___ Work situations involving activities of an abstract and creative nature.
I. ___ Work situations involving activities that are carried on in relation to processes, machines, and techniques.
J. ___ Work situations involving activities resulting in a feeling of having accomplished something productive.

Step II—Defining Your Abilities

Below are listed several kinds of abilities which are needed in performing different kinds of jobs. Each ability is followed by three statements. Choose the one that most applies to you.

WORDS

Ability to understand meanings of words and ideas associated with them, and to use them effectively. To present information or ideas clearly.

A. ___ I believe I have a great deal of this ability.
B. ___ I believe I have a moderate amount of this ability.
C. ___ I believe my strong abilities lie in other areas.

NUMBERS

Ability to do arithmetic problems quickly and accurately.

A. ___ I believe I have a great deal of this ability.
B. ___ I believe I have a moderate amount of this ability.
C. ___ I believe my strong abilities lie in other areas.

FIGURES

Ability to understand relationships between plane and solid objects. Frequently described as the ability to think visually of geometric forms.

A. ___ I believe I have a great deal of this ability.
B. ___ I believe I have a moderate amount of this ability.
C. ___ I believe my strong abilities lie in other areas.

FORM PERCEPTION

Ability to see important detail in objects, pictures or graphs. See slight differences in shapes of figures and widths and lengths of lines.

A. ___ I believe I have a great deal of this ability.
B. ___ I believe I have a moderate amount of this ability.
C. ___ I believe my strong abilities lie in other areas.

CLERICAL PERCEPTION

Ability to perceive important detail in written material. To observe differences in copy, and to proofread words and numbers.

A. ___ I believe I have a great deal of this ability.
B. ___ I believe I have a moderate amount of this ability.
C. ___ I believe my strong abilities lie in other areas.

ACTIVITY TITLE: "Career Timed Writings"

COURSE NO. & TITLE: SEC. 110 Typing

CAREER-RELATED NEED:

Self-awareness and self-assessment are part of the career planning process which may be completed through timed writings.

INSTRUCTIONAL OBJECTIVES:

To improve typing skills and to increase awareness of self as it relates to careers

INFUSION ACTIVITY:

Develop timed writing sheets using career planning information. If all of the students are typing from the same career topic sheet, discussion can follow regarding the self-assessment process.

The students are reading the material twice: once when typing and a second time when proofreading. The content of the timed writing can be sequential--each timing can be the next step in the career planning process.

To develop timed writings, use any material that is appropriate. Type a master copy. Count the words and type the figures at the end of each line so that students can calculate their words per minute. Syllabic intensity is calculated by dividing the number of words by the number of syllables in the timing.

STRATEGY FOR EVALUATION:

The timed writing is used for speed and accuracy achievement. The content should be used for follow-up study or assignments on career assessment activities.

RESOURCES NEEDED:

Any career-related material in paragraph form, or Secretarial Department's set of "Career Timed Writings" with accompanying exercises may be used. (See "Handbook for Career Infusion" for Secretarial Department, Skyline College)

ACTIVITY TITLE: "Skills Identification"

COURSE NO. & TITLE: SEC. 300 Word Processing: Machine Transcription

CAREER-RELATED NEED:

Students need to become aware of the variety and breadth of skills they have already acquired (adaptive and functional skills) and those skills that can be acquired through training and/or education (work content skills). They need to recognize that all three types of skills merit significant consideration when developing a satisfying career plan

INSTRUCTIONAL OBJECTIVE:

1. To instruct students in the three types of career-related skills: work content (job) skills, adaptive (self-management), and functional (transferable).

2. To identify specific skills required in different types of clerical occupations

INFUSION ACTIVITY:

1. Students are first asked to list a number of occupations they have thought about in the past (lawyer, doctor, teacher, secretary, etc.) Instructor or counselor writes the occupational titles on the blackboard or overhead projector.

2. Students are then asked what skills are needed for each occupation listed. As the students respond, the instructor/counselor writes the skills on the board in three columns to correspond to adaptive, work content, and functional. When these lists are completed, then each column is labeled according to the type of skill (work adaptive, functional).

3. The instructor/counselor describes each type of skill and then distributes a written description of each type (attached).

4. After some discussion of the skills, the student is given a list of office occupations and asked to identify the skills they think might be required in each.

STRATEGY FOR EVALUATION:

As follow-up, a discussion can be held among students, counselor/instructor. Students can identify their own skills and relate them to job interests. Feedback from counselor/instructor expands students' awareness of their skills and ideas about career options.

RESOURCES NEEDED:

Description of the three types of skills (taken from "Career Focus: Cooperative Strategies for Instructors and Counselors").
List of clerical/office occupations.
Career counselor may be invited to participate or lead this activity.

ACTIVITY TITLE: "Self-Assessment"

COURSE NO. & TITLE: SEC. 300 Word Processing: Machine Transcription

CAREER-RELATED NEED:

Identifying strengths/weaknesses, interests, likes/dislikes as part of the self-assessment process

INSTRUCTIONAL OBJECTIVE:

To assist students identify skills they already possess which are positive attributes and to identify skills that are not their strengths

INFUSION ACTIVITY:

In developing students' ability to compose at the typewriter, have students set their typewriters to type two columns of words (LM:15,T50) and list the following things about themselves. The first column should be titled "My strengths" and the second column, "My weaknesses" (or "I can do well" and "I cannot do well"). List as many strengths and weaknesses as possible.

Using the same machine setup and on the same sheet if there is room, type a second set of headings, "Interests" and "Why." List as many interests as possible and why.

The third section is headed "Things I like" and "Why I like them."

Prioritize the attributes by placing a check mark in front of the three most important items. These items are important in considering careers.

Relate this exercise with the "Skills Identification" activity.

STRATEGY FOR EVALUATION:

Discuss with students the self-awareness and self-assessment segment of the career planning process.

RESOURCES NEEDED:

Typewriter, paper.

ACTIVITY TITLE: "Identifying Work Skills"

COURSE NO. & TITLE: SEC. 315 Word Processing Concepts

CAREER-RELATED NEED:

Identifying work content skills

INSTRUCTIONAL OBJECTIVE:

To assist students identify their work content skills for a career in word processing

INFUSION ACTIVITY:

In the unit on career paths in word processing, have students identify possible career direction and the skills needed. Then have them list the skills they already possess and those they do not possess and the action they must take to gain that skill.

STRATEGY FOR EVALUATION:

Individual conferences with students or a written assignment on their assessment.

RESOURCES NEEDED:

Duplicate a sheet as follows (use full sheet for each):

Career Direction:	Special Knowledge or skills:
Qualifications:	Skills the career direction requires but that I lack or have questions about: Actions I can take to overcome these lacks Things that I require but the career direction lacks, or other reservations I have:

ACTIVITY TITLE: "Values Auction"

COURSE NO. & TITLE: SEC. 400 Business English

CAREER-RELATED NEED:

Self-awareness should include one's own attitudes and values when choosing an occupation

INSTRUCTIONAL OBJECTIVE:

To make aware of and improve a student's positive self-concept, to define personal values, to understand personal choices, and to express reasons for choices

INFUSION ACTIVITY:

The values auction is conducted in the manner of a regular auction, with the exception that students will be buying items which are not usually for sale. Each student should receive a tally sheet. As they buy values, students should record the amount spent and purchases made. Give students time to look over the values to be auctioned before the bidding begins.

Choose the items to be auctioned one at a time. You will not sell all the items, but that won't make any difference. Avoid telling students when you are selling the final item. When you think it has gone on long enough, stop and bring the experience together with a discussion.

The list of values could be personal values list (such as beauty, patience, wealth, honesty, bored, unfriendly, etc.) or the list could be of work values (such as type of people, type of boss, treatment of employees, hours, salary, benefits, etc.)

STRATEGY FOR EVALUATION:

Discussion of the auction might include such questions as:

1. How many of you bought things that you wish you hadn't bought, or for which you think you spent too much money?

2. How many of you bought something that you are really glad you bought? Would you buy it again? Do you think it is a good buy?

3. Do any of you have some reasons for buying the things you did? Why did you want that item?

Written evaluation or answers to the questions will give practice in writing. Have students check each other's papers for spelling, punctuation, grammar, sentence structure.

RESOURCES NEEDED:

Play money. Stated values on board, overhead, or paper. Student money tally sheet.

Values Auction

Goal: To make aware of and improve a student's positive self-concept

Objectives: 1. To define personal values. 2. To understand personal choices. 3. To express reasons for choices.

Possible setting: 1. Good for any group. 2. Be sure to check if this activity has been previously done, since it is a popular one.

Materials needed: Play money. Stated values on board or overhead. Student money tally. Discussion guide.

Directions:

The auction is conducted in the manner of a regular auction, with the exception that students will be buying items which are not usually for sale. Each student should receive a tally sheet. As they buy values, students should record the amount spent and purchases made. Give students time to look over the values to be auctioned before the bidding begins.

Choose the items to be auctioned one at a time. You will not sell all the items but that won't make any difference. Avoid telling students when you are selling the final item. When you think it has gone on long enough, stop and bring the experience together with a discussion.

Options:

1. Change values list to all personality traits (i.e., beauty, patience, wealth, honesty, bored, unfriendly, happy-go-lucky, etc.)
2. Following the discussion, it might be fun to exchange ideas on: What if a person really could buy these things?
3. Have a student be the auctioneer. The advisor becomes a buyer. Then, assuming age may be one factor for different values, compare choices made.

VALUES TO BE AUCTIONED

1. To have a puppy
2. To get away from home
3. To join the Peace Corp
4. To go to college
5. To stay at home
6. To have a famous father
7. To be a quiet person
8. To have cool-looking clothes
9. To quit school
10. To be appreciated
11. To have my mother love me
12. To be left alone—not bugged
13. To tell great jokes
14. To make lots of money
15. To be a happy person
16. To get married
17. To work with children
18. To be a teacher
19. To love everybody
20. To be a great baseball player
21. To be in a big family
22. To be in a small family
23. To travel all over the world
24. To be a rebel
25. To have long hair
26. To never get married
27. To have my parents understand me
28. To never have to worry
29. To have all the candy I want
30. To be intelligent
31. To be a movie star
32. To have my back scratched
33. To have lots of friends
34. To be a carpenter
35. To go fishing every day
36. To be out on my own
37. To be taken care of
38. To never have arithmetic
39. To not have a sister
40. To be an air force pilot
41. To be healthy
42. To have a pony
43. To be beautiful or handsome
44. To own a snowmobile

MONEY TALLY SHEET

$500.00 Balance

Name _____

Value purchased:	Amount spent:

DISCUSSION GUIDE

1. How many of you bought things that you wish you hadn't bought, or for which you think you spent too much money?
2. How many of you bought something that you are really glad you bought? Would you buy it again? Do you think it is a good buy?
3. Did any of you think that the way you bid at the auction had anything to do with what you bought? Did any of you get carried away in the bidding?
4. Do any of you have some reasons for buying the things you did? Why did you want that item?
5. Was there something on the list that you wanted but it wasn't auctioned off? What was it?
6. Is there any item that you would have given all your money to have?
7. What does what you bought say about you? (This is a question that you might leave with them.)

Your Personality

Goal: To make aware of and improve student's positive self-concept.

Objective: Students will become aware of personal strengths and weaknesses.

Possible setting: Recommended for a group or individual activity.

Materials needed: Copy of Check Sheet below for each student and pencils.

Directions:

Have students complete check list on their own without discussion with you or other students.

Options:

1. Use as basis for "Personal Development Contract."
2. Use as a "How Do Others See Me?" exercise. Divide group in partners (try to get acquaintances together, but avoid "best friend pairs" or "total stranger pairs"). Have each student complete check sheet for his/her partner without discussion. Allow time for partners to compare observations of each other.

ACTIVITY TITLE: "Career Exploration Through Timed Writings"

COURSE NO. & TITLE: SEC. 305 Word Processing: Magnetic Keyboards

CAREER-RELATED NEED:

Exploring various types of careers allows students to make better career decisions

INSTRUCTIONAL OBJECTIVE:

To make students aware of various types of careers

INFUSION ACTIVITY:

Keyboarding skills must be continually improved in order to meet requirements in word processing. The use of timed writing materials on various kinds of careers allows students to consider more than one kind of career option.

STRATEGY FOR EVALUATION:

In the seminars, discuss the advantages of taking timed writings from career related materials.

RESOURCES NEEDED:

Timed Writings About Careers, 2nd edition. Fries and Clayton. Cincinnati: South-Western Publishing Company, 1975.

ACTIVITY TITLE: "Informational Interview"

COURSE NO. & TITLE: SEC. 412 Filing and Records Management
SEC. 320 Copy Processing

CAREER-RELATED NEED:

Students need to identify career choices possible for them and develop techniques of information gathering.

INSTRUCTIONAL OBJECTIVE:

To aid students in developing career information through a field survey informational interview.

INFUSION ACTIVITY:

1. Present the concept of a field survey or informational interview.
2. Role play informational interview techniques
3. Provide a sample form for the student to conduct an interview
4. Discuss methods for identifying persons and companies students may wish to talk to and methods for obtaining interviews.
5. After interviews are completed, share the information with the class, thus each student acquires information about more than one company.
6. Optional activity: Report writing practice: Discuss how to write reports and assign written reports as well as oral reports

STRATEGY FOR EVALUATION:

Written evaluation or discussion on activity.

RESOURCES NEEDED:

Information interview form (may be adapted to particular class)

ACTIVITY TITLE: "Futures"

COURSE NO. & TITLE: SEC. 305 Word Processing: Magnetic Keyboards (2nd semester)

CAREER-RELATED NEED:

In order to make career decisions, information about technological changes and future trends are important to consider.

INSTRUCTIONAL OBJECTIVE:

To make students aware of the technological changes occurring and future trends; conducting research; writing reports; making oral reports.

INFUSION ACTIVITY:

Textbooks cannot stay abreast with the rapid changes occurring in technology. Students must become aware of the literature available that contain a wealth of information regarding word processing/data processing/information processing.

Assign readings in periodicals such as The Futurist, Words, Occupational Outlook Quarterly, Infoworld, to name a few.

Written and oral reports will give students a wealth of information of future trends.

STRATEGY FOR EVALUATION:

Final evaluation of the course should include evaluation of this activity.

RESOURCES NEEDED:

A bibliography of current periodicals on information systems and futures.

ACTIVITY TITLE: "Preparing for a Job Interview--You're on TV"

COURSE NO. & TITLE: SEC. 318 Word Processing: Internship

CAREER-RELATED NEED:

As part of the job-seeking skills needed to obtain employment, students should have some knowledge and experience in interviewing.

INSTRUCTIONAL OBJECTIVE:

To provide students with experience in being interviewed for a job.

INFUSION ACTIVITY:

Arrange with the Job Placement specialist to interview students in the television studio and videotape the interviews. Students may view their interviews privately in the Media Center or the videotapes may be viewed in class. Critiquing the interviews in a positive way can assist students gain confidence with their "real" interviews.

STRATEGY FOR EVALUATION:

Ask students to write an evaluation of this activity, giving suggestions for improvement.

RESOURCES NEEDED:

An interviewer, TV studio, TV camera, videocassette tape, and a completed application from which the interviewer can ask appropriate questions.

ACTIVITY TITLE: "Getting a Job"

COURSE NO. & TITLE: SEC. 401 Business Communications

CAREER-RELATED NEED:

Developing job-seeking skills.

INSTRUCTIONAL OBJECTIVE:

To provide students with information and practice in completing a job application, writing an employment letter, and constructing a resume.

INFUSION ACTIVITY:

Prior to the instruction in writing employment letters and resumes, invite a representative from an employment agency to speak on the strategies for getting a job. The representative should be asked to bring sample job applications. Ask the representative to describe an effective employment letter and to construct a resume that gets results.

STRATEGY FOR EVALUATION:

Students should write a letter of thanks to the representative (which may or may not be mailed) pointing out the valuable information provided in this activity.

RESOURCES NEEDED:

A guest speaker from an employment firm.

APPENDIX I

SUMMARY OF SUGGESTIONS/COMMENTS FOR THE WORD PROCESSING PROGRAM FROM RESPONDENTS

Appendix I

Summary of Suggestions/Comments for the Word Processing Program from Respondents
N=74

Addendum to career planning concepts or skills in the word processing program:

1. Understand that school is the beginning of lifelong learning
2. Learn to cope with many different types of people
3. Learn to set priorities
4. Keep an open mind
5. Learn appropriate behavior on the job
6. Learn how to deal with different/difficult situations through roleplaying
7. Understand various ethnic groups prevalent in the Bay Area
8. Learn to work cooperatively
9. Understand changes being made in the office environment
10. Learn how to plan for alternative careers
11. Learn to work in a variety of different work settings
12. Have a sense of humor
13. Be flexible and be willing to learn
14. Interview for information by visiting different offices
15. Be aware of personal characteristics which tend to point to job success and advancement
16. Learn to upgrade office skills
17. Have good word processing and secretarial skills
18. Have knowledge of statistical typing
19. Learn more about personal computers
20. Have high level of keyboarding and language arts skills
21. Have good communicating and listening skills

Comments:

1. Skyline should have a greater variety of word processing equipment
2. Shorthand and typing are indispensable
3. More on-the-job experience
4. It would be more beneficial to have longer hours for the internship course
5. Internship in the Word Processing Center helped to give a feeling of actually working. Need more office simulation experience
6. Observation of offices and/or word processing centers

Appendix I Continued

Summary of Suggestions/Comments for the Word Processing Program from Respondents
N=74

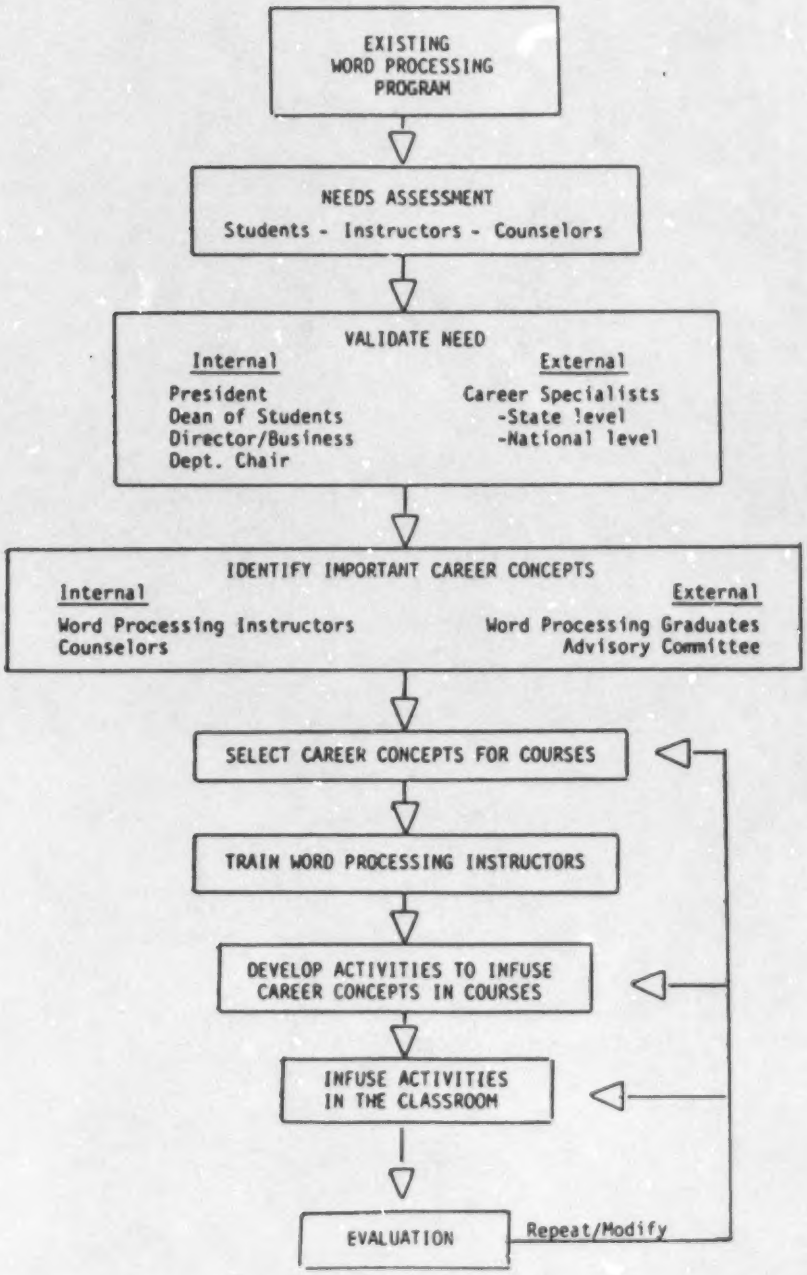
Comments Continued:

7. Important to enjoy what you are doing
8. Good counseling and guidance in college are important
9. The opinionnaire was a good idea
10. The opinionnaire should have space to comment on each statement.
11. More assistance should be provided to find jobs
12. Change "word processing" to "office systems" as word processing is too limiting
13. The integration of the career concepts into courses is an excellent idea.

APPENDIX J

FLOW CHART OF MODEL FOR INFUSING CAREER CONCEPTS IN THE WORD PROCESSING PROGRAM AT SKYLINE COLLEGE

MODEL FOR INFUSING CAREER CONCEPTS IN
THE WORD PROCESSING PROGRAM



APPENDIX K

EVALUATION FORM AND RESULTS

Cover Memorandum to Administrators, Instructors, and Counselors for Evaluation of Career Infusion Model

MEMORANDUM

TO:

FROM: Bernice Lawry

DATE: June 11, 1984

SUBJECT: Evaluation of Career Infusion Model

I need your assistance in evaluating the career infusion curriculum model which I developed for the word processing program.

Will you please review the model, Table 1 which shows the results of the survey conducted to determine the career planning skills needed by students, and Table 2 which shows the career topics to be included in the secretarial courses in the WP program.

Was the process used in developing the model educationally sound?

Your response as soon as possible (this week) will be greatly appreciated.

Attachments

EVALUATION OF THE CAREER INFUSION MODEL FOR WORD PROCESSING

Please comment on the attached "Model for Infusing Career Concepts in the Word Processing Program." The purpose for developing the model was to provide word processing students with career development and planning skills by integrating/infusing career education concepts into the existing courses.

Table 1 is a summary of the important career planning skills identified by the advisory committee, WP graduates, WP instructors and counselors. Table 2 shows the specific career planning topics to be included in the secretarial courses.

1. Is the model self-explanatory? If not, what is not clear?

2. Please comment on the levels or steps of the flow chart/ diagram used to implement the model.

3. Are there levels or steps in the model that should be omitted? Which one(s)?

4. Should there be additional levels or steps in the model? Please suggest.

5. Do you think this model could be used in another program?

6. Do you think this model can be replicated by another department or college?

7. Further comments or suggestions:

MODEL FOR INFUSING CAREER CONCEPTS IN
THE WORD PROCESSING PROGRAM

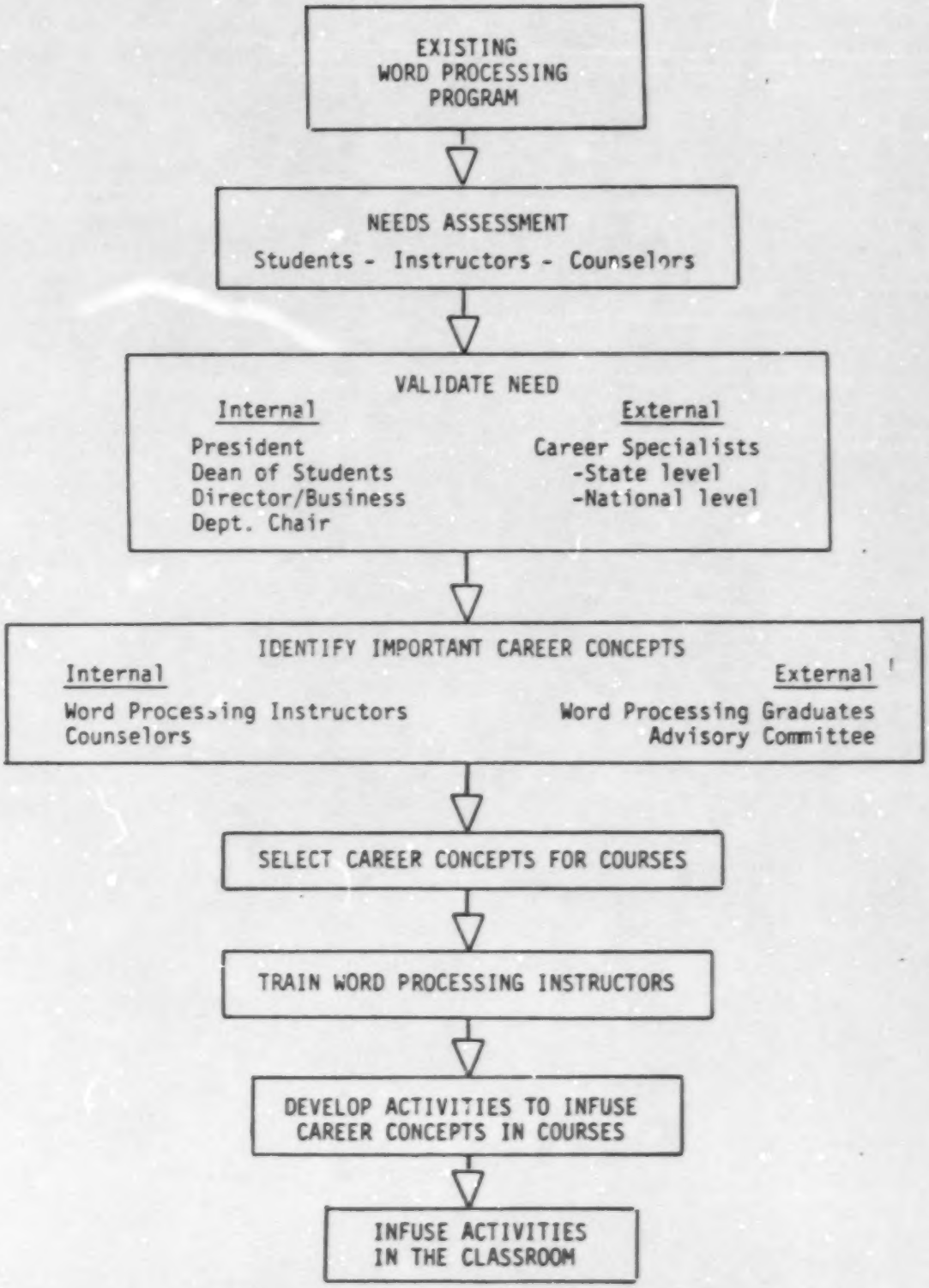


Table 1

Numbers and Percentages for Career Planning Concepts Rated by Advisory Committee Members, Word Processing Graduates, Word Processing Instructors, and Counselors
N=74

Career Planning Concepts	Important No.	Important %	Not Important No.	Not Important %	No Opinion No.	No Opinion %
Self-Awareness/Assessment						
Identifying:						
personal values	73	99	0	0	1	1
work or job skills	74	100	0	0	0	0
transferable skills	74	100	0	0	0	0
self-management skills	74	100	0	0	0	0
interests	72	97	1	1	1	1
strengths/weaknesses	73	99	1	1	1	1
likes/dislikes	71	96	2	2	1	1
work values	74	100	0	0	0	0
Career Exploration						
Choosing:						
geographical area of work	69	93	2	2	3	4
desirable work environment	74	100	0	0	0	0
level of responsibility/salary	73	99	0	0	1	1
compatible company w/personality	72	97	1	1	1	1
position leading to advancement	74	100	0	0	0	0
work from related occupations	71	96	0	0	3	4
size of organization	65	88	9	12	0	0
Decision Making						
Making decisions:						
through an analytical process	73	99	1	1	0	0
involving lifestyle/family	72	97	1	1	1	1
about individual goals	74	100	0	0	0	0
based on future trends	71	96	2	2	1	1
based on changes in technology	74	100	0	0	0	0
Job-Seeking Skills						
Learning how to:						
conduct research on job inform.	72	97	0	0	2	2
untap hidden job market	71	96	1	1	2	2
complete job application	72	97	2	2	0	0
prepare cover letter/resume	74	100	0	0	0	0
prepare for job interviews	74	100	0	0	0	0
conduct job follow-up	73	99	0	0	1	1

Table 2

Career Planning Concepts to be Infused
in the Secretarial Courses of the
Word Processing Curriculum

Secretarial Courses Included in the Word Processing, Associate of Arts Degree	Career Planning Concepts	Career Infusion Topics
Course No. & Title		
300 WP: Machine Transc.	Self-Assessment	Job/Self-Management Skills
315 WP: Concepts	Career Exploration	Work Environments; WP Positions; Organizations
400 Business English	Self-Assessment	Personal/Work Values
305 WP: Magnetic Keyboards	Decision-Making	Analytical Process; Lifestyle & Work; Goals; Future Trends; Changes in Technology
110 Typing, Advanced	Self-Assessment	Transferable Skills; Interests; Strengths/ Weaknesses; Likes/Dislikes
401 Business Communications	Job-Seeking Skills	Job Applications; Resumes; Application Letters
412 Filing	Career Exploration	Records Management Positions
320 Copy Processing	Career Exploration	Reprographics Positions
318 WP: Internship	Job-Seeking Skills	Research Job Information; Hidden Job Market; Job Interviews; Follow-Up Activities for Jobs

RESULTS OF EVALUATION OF THE CAREER INFUSION MODEL FOR WORD PROCESSING
N=12

1. **Is the model self-explanatory? If not, what is not clear?**

   Yes = 12
   "Perfectly clear; I like the 'infusion activities in the classroom' particularly."

2. **Please comment on the levels or steps of the flow chart/diagram used to implement the model.**

   "Logical, clear (What is criteria for inclusion/exclusion of concepts? Why did you match a particular concept/topic with a particular course?)"
   "The steps appear to be logical and consistent."
   "If followed, a nice, smooth process."
   "The process is excellent."
   "The appropriate channels are being used for the necessary advice and feedback."
   "The internal validation and need are not clear. The students, counselors, and instructors conduct an internal assessment which then can be validated against external measures. Department chair and directors should be involved."
   "The only step that is not clear as to <u>how</u> it was done in selection of concepts for courses."

3. **Are there levels or steps in the model that should be omitted? Which one(s)?**

   None = 9
   "Add evaluation process"
   "Just a follow up at the end"
   "If this model were to be used in other departments, concepts specific to the subject should be developed by those teaching the discipline."
   "Models generally have testing cycles. Also, what about student follow-up?"

5. **Do you think this model could be used in another program?**

   Yes = 11; uncertain = 1

6. **Do you think this model can be replicated by another department or college?**

   Yes = 12
   "Yes, with different documentation."

7. **Further comments or suggestions:**

"Excellent job! You have done a thorough, professional job on this project."

"Training sessions should be conducted so that instructors and counselors can apply this model. It would be advantageous for more of a professional, cooperative college atmosphere between the instructional and counseling staffs."

"We should implement this process as soon as possible."

"The model is comprehensive, well constructed, and especially needed in enabling students to see themselves and their courses as part of a whole picture in preparing themselves for lifelong careers."

"The results of the survey are very interesting. Would you conclude that everything is important?"

"It is good to see certain topics dealt with in certain courses--so as not to duplicate. I would like to see this effort throughout the department rather than just WP courses (i.e., shorthand)."

BIOGRAPHICAL SKETCH OF PARTICIPANT

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Bernice Koyama Lawry presently holds a position at Skyline College in San Bruno, California, as an instructor/counselor in the Business Division as well as a career planning instructor and counselor for the Women-in-Transition program. She has taught shorthand, typing, word processing, business mathematics, and career planning. For first seven years of Skyline's existence, she served as the department chair of the Secretarial Department and as the acting director of the Business Division for one semester. Prior to her tenure at Skyline College, she taught shorthand, typing, and accounting at the College of San Mateo, San Mateo, California. Her teaching experience also includes secondary high schools and private business school. Additionally, she has taught televised shorthand courses for the Association of Continuing Education at Stanford University.

She earned her baccalaureate and master of arts degrees at San Francisco State University in business education. She holds a California General Secondary Credential and a California Community College Counseling Credential.

Mrs. Lawry has been active in professional organizations in business education, counseling/guidance, word processing, and legal secretary. Most recently she served as

president of the Alpha Kappa Chapter of Delta Pi Epsilon, an honorary graduate society dedicated to the advancement of research and leadership in business education, and continues to serve as the chapter national council representative. She has actively participated in the McDaniel Guidance Conference at Stanford for the past three years.

Publications include:

TEXTBOOKS:

Electronic, Memory, and Recording Typewriters, (Kruse, Lawry, Heringer) Encino, California: Glencoe Publishing Company, 1983

Word Processing: Machine Transcription, (Heringer, Lawry, Kruse) Encino, California: Glencoe Publishing Company, 1981.

Word Processing: Proofreading, (Kruse, Heringer, Lawry) Encino, California: Glencoe Publishing Company, 1983.

Phonology: A Review of Phonics, (Heringer and Lawry) Mountain View, California: Western Tape, 1980.

ARTICLE:

"Individualized Shorthand Instruction Through Video Tapes," California Business Education Journal, 1978.

UNPUBLISHED MATERIAL:

"An Analysis of the Economic Content of the General Business Textbooks Used in the California Senior High Schools," (unpublished master's thesis) San Francisco State University, 1964.

Bernice Lawry has developed numerous written and videotaped teaching materials for the Secretarial Department at Skyline College, including a 48-tape shorthand instruction series. She has served as a consultant for the Bureau of Business Education, California, as well as for private industry.

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